
•Thank the State Coordinator, Principal or HSTW Coordinator who helped organize the training

•Introduce yourself

•Ask each school team leader to introduce themselves and each person who is with them (if it is a large state group, select one representative from each group to give their school's information

•Go over the agenda for the 2-day workshop

•Explain that you will be moving fast because there is a lot to cover in a short time

•By the end of the workshop, they may be overwhelmed.

•Ask them to bear in mind that they will be asked to prioritize their goals for the first year and beyond.

•During the course of the workshop, I will be modeling some classroom strategies.

REMINDERS FOR PREPARATION:

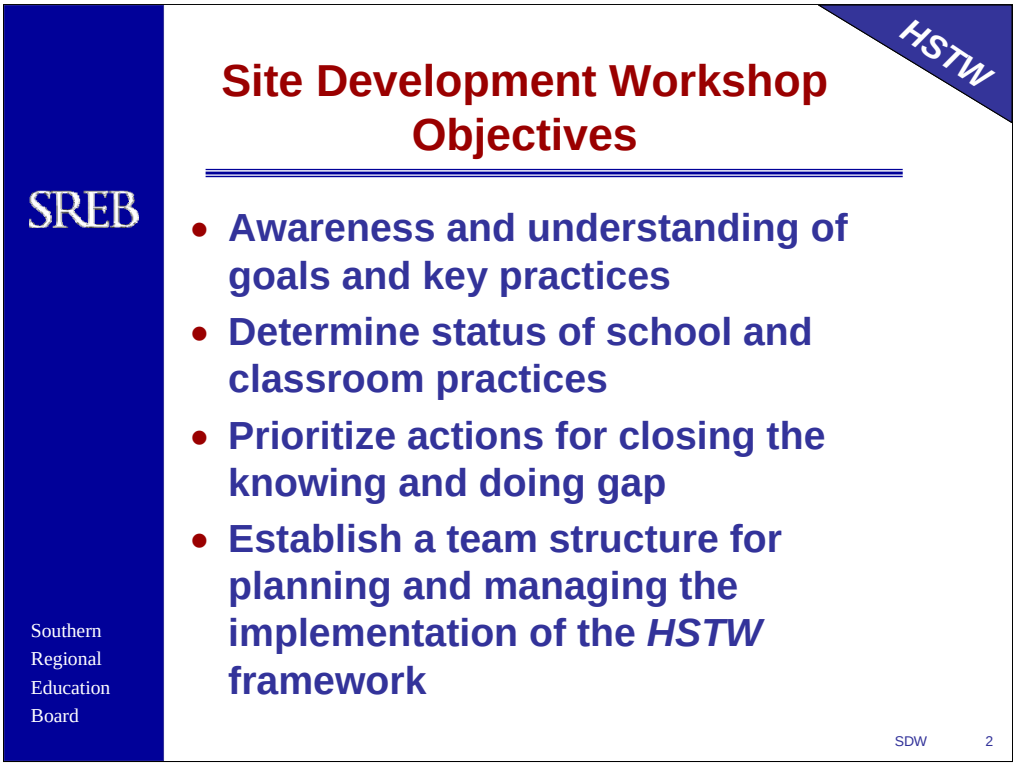
•Flip Chart paper

•Markers

•Prize (bag of candy) for teamwork activity

•Handouts (PowerPoint and Planner)

•SDW Materials




After reading the objectives, have each table group select:

•A facilitator

- •The facilitator makes certain that all members of the group are heard. Make sure the job gets done.

•A recorder

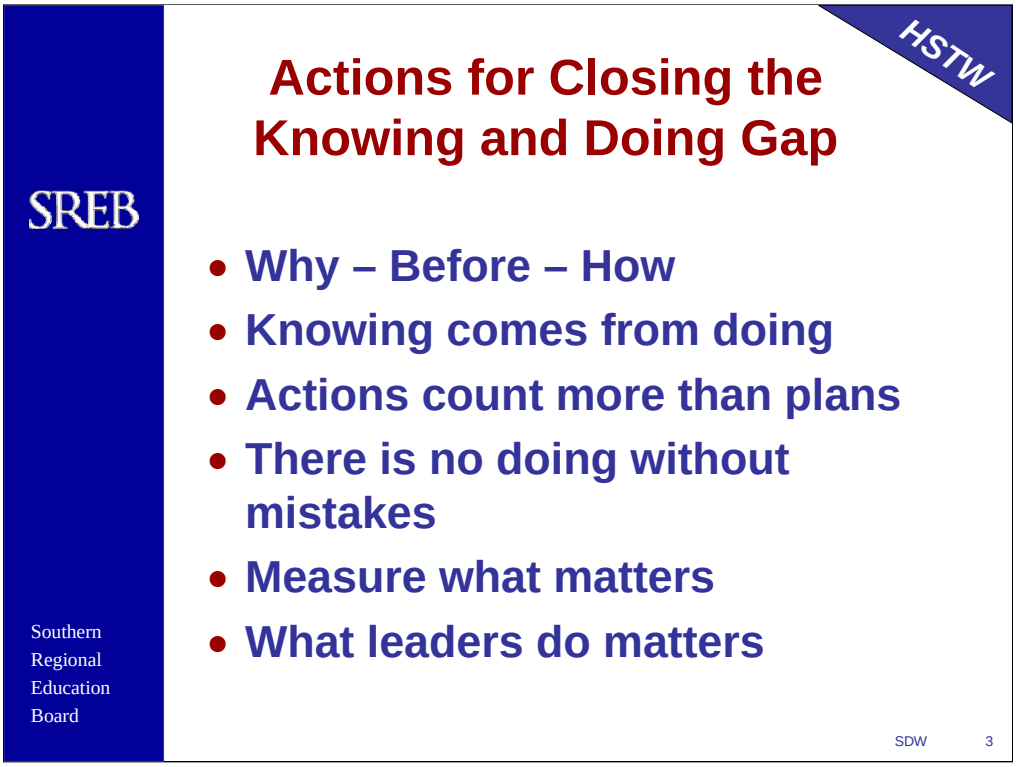
- •The recorder writes notes for all group work and carefully labels each task. All notes are turned into the site coordinator at the end of the workshop.
- •A recorder is to keep a list of the actions developed by the team so that they can prioritize them into a list at the end of the SDW.

•A timekeeper

- •The timekeeper keeps the group on task and ensures completion of the task in the time allotted.

•A scribe

- •The scribe writes the groups' findings on chart paper. The scribe is also the reporter for the group (because they can read their own hand-writing)




•Jeffrey Pfeffer and Robert Sutton published "The Knowing-Doing Gap" in 1999. This influential book identified companies that made the leap from knowledge of what needs to be done to actually taking the necessary actions to "get things done." They found that what separated successful companies from the rest was the ability to put knowledge to work. The same can be said for schools.

•The SREB has spent 20 years of researching "what works" in high school reform. Yet some of the schools in our network are improving and others are not. The non-improving schools have failed to transform knowledge into action.

•School reform research sends a clear message that in order for a reform model to work it must be implemented. The more deeply the HSTW model is implemented, the greater the impact on student achievement.

•We are finding the greatest gains in schools that found the courage and commitment to transform knowledge into action.

**•Teams have a copy of "Students Can't Wait: High Schools Must Turn Knowledge into Action"**

**•For homework, a department chair will be assigned this reading. Be prepared to share the big ideas with the whole team tomorrow.**

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# Workshop Format

- Introduce Key Practices
  - Why?
  - Discuss key indicators
  - Determine status of school practices
  - Actions taken by successful schools
  - Agree on actions to implement
- Work as leadership team


ACTIVITY:

•Name one characteristic of a high school organized on ability model and one characteristic of a high school organized on effort model.

•Ask them what the consequences are for the students at each type of school.

•Get a few responses from the audience.

•Record on a chart pad if appropriate and you have time.

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# *HSTW* Achievement Goals

- **Increase to 85 percent the percentages of high school students who meet the *HSTW* reading, mathematics and science performance goals and the readiness goals for college and careers.**
- **Increase the percentages of *all* high school students who perform at the proficient level to at least 50 percent in reading, mathematics and science, as measured by the NAEP-referenced *HSTW* Assessment.**
- **Increase to 90 percent the percentages of high school students who enter grade nine and complete high school four years later.**

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# *HSTW* Implementation Goals

- **Increase to 85 percent the percentages of high school graduates who complete college-preparatory courses in mathematics, science, English/language arts and social studies and a concentration in an academic area, a career/technical area or a blend of the two.**

- **Advance state and local policies and leadership initiatives that sustain a continuous school improvement effort.**

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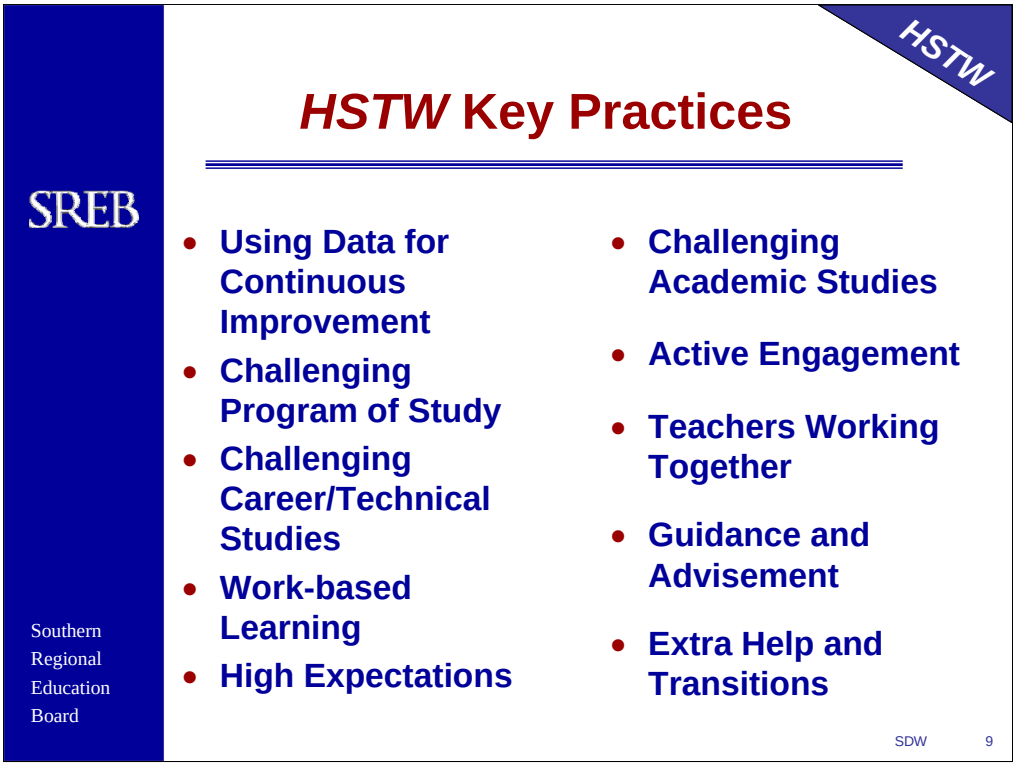
# *HSTW* Transition Goals

- **Have all students leave high school with postsecondary credit or having met standards for postsecondary studies to avoid remedial courses.**
- **Work in the middle grades to increase annually the percentages of students entering high school prepared to succeed in college-preparatory courses.**

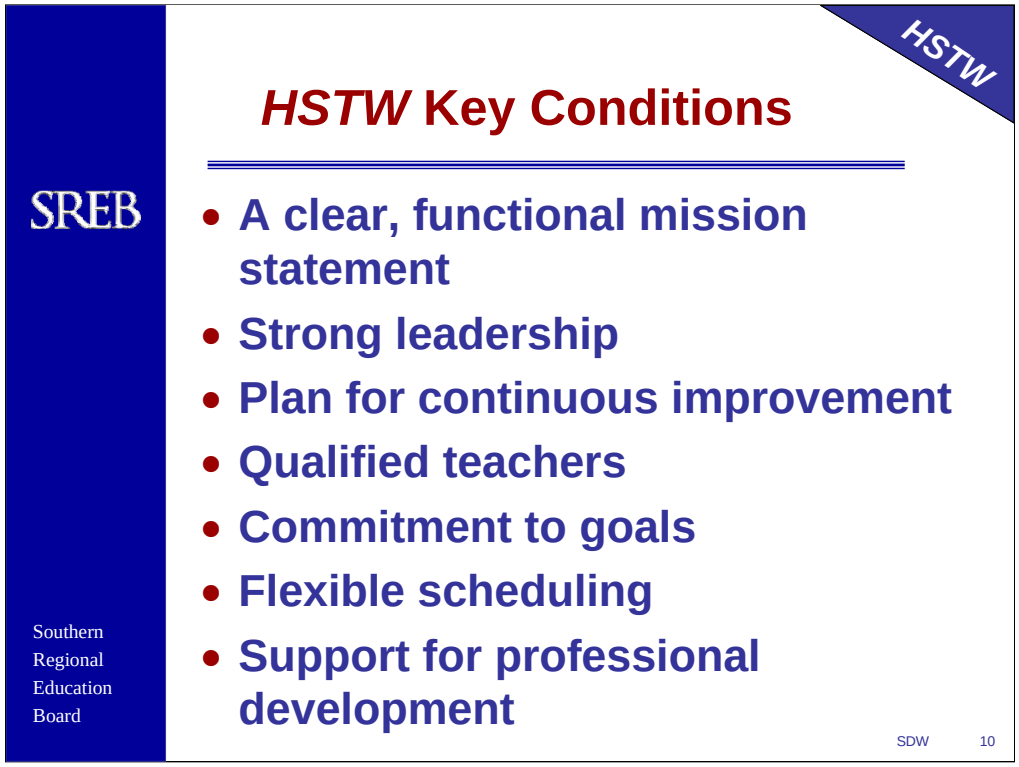



- This is an overview of all 10 Key Practices. Mature HSTW sites have implemented these practices in their schools over time. For purposes of this workshop, we will re-order them and go into greater detail for some of the key practices.
- No school is expected to implement all ten at one time or in one year. You will be asked to examine priorities, goals and actions for your school that can be implemented over a 3-5 year period.
- You can not implement one key practice without impacting others." For example, increasing by 15% the number of students enrolled upgrade the academic core will require a change in the guidance advisement, will require extended extra help system, and it will require providing teachers, new instruction strategies they can use and motivating students to meet higher core standards.

- Teams have a copy of the "HSTW: An Enhanced Design to Get all Students to Standards," brochure to read. Draw everyone's attention to the Advanced HSTW brochure that's in their folder. "HSTW: An Enhanced Design to Get all Students to Standards," describes how HSTW is an effort based system based on the ten key practices and key conditions.

- Remind participants that they may want to make this publication available to the whole faculty or do a jigsaw activity with it to introduce it to the faculty.
- An electronic copy can be sent to faculty members for their reference.
- Place a copy of the brochure in your "professional library."

- **For homework, ask the principal to read this brochure and be prepared to share**




•Hold up the "Students Can't Wait: High Schools must turn knowledge into action," book and suggest that they could read and share this as a whole faculty book study or small learning community study team.


This third item is especially important. In the first ten years my high school was part of *HSTW*, we had three different principals. Two of them were committed to *HSTW*, but the third was not interested in learning anything new. If it had not been for the very strong team structure we had in place, I'm afraid our efforts at school improvement would have come to a halt. Others carried the ball while principal number three learned that he had to give up his power trip and become part of a team.

Schools really do run better when there are strong teams in place.

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# Teams Work Best

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## How Many Do You Remember?

- Take one minute to work independently to list all the items on the preceding slide (hint: there were 25)

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- Now work together in table teams to see if your table can come up with all 25.
- I have a prize for any table that does!

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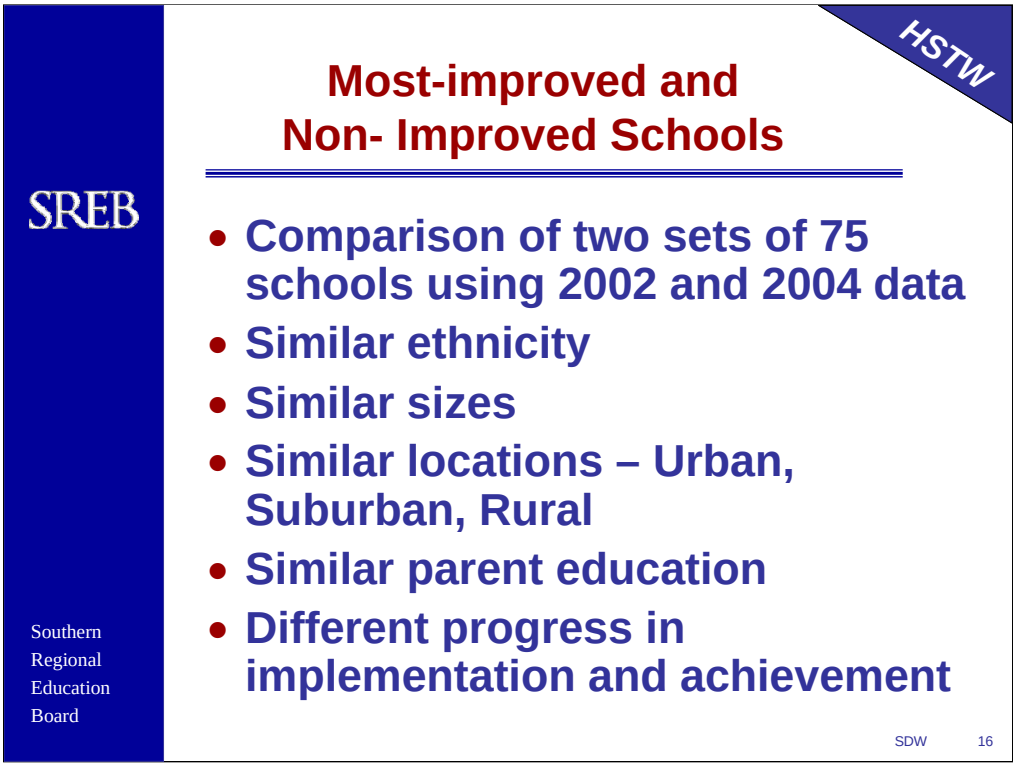
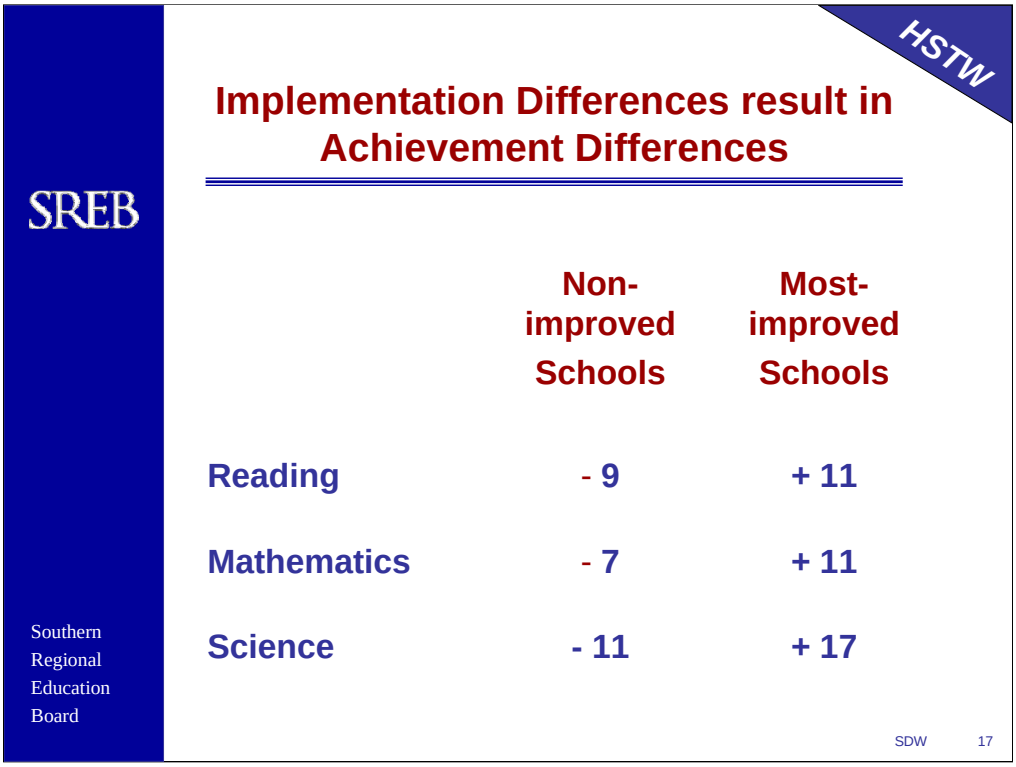
# Teams Work Best




The data that we will be looking at in this presentation includes three sets:

2006, 2004 and 2002 HSTW assessment data

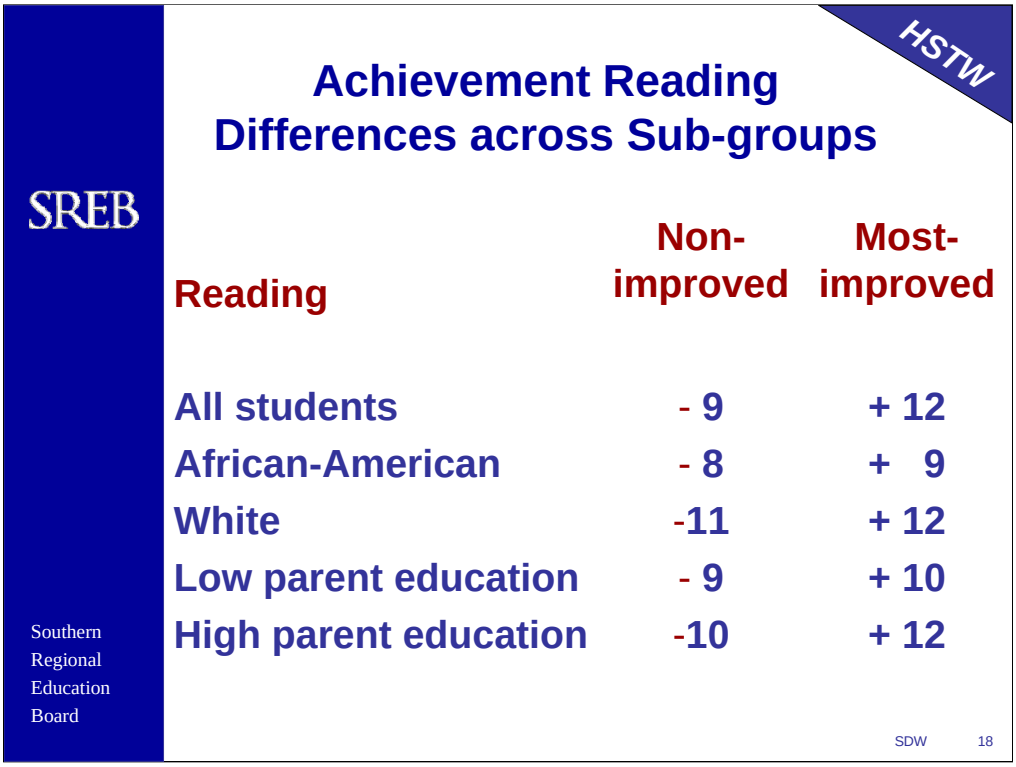
For comparison purposes, we are looking at similar schools in the network that took the assessment in 2002 and 2004. Similar schools that had different levels of implementation and student achievement.




Note: 10 points = 1 grade level gain in achievement

Ask them to keep in mind that these are similar schools.

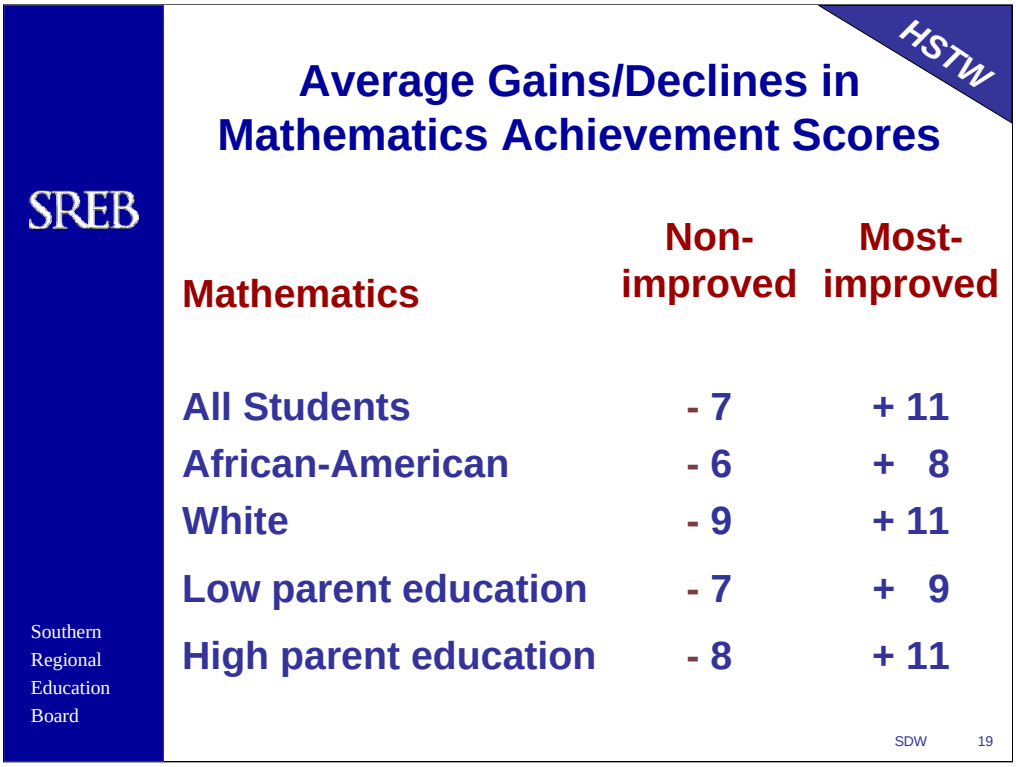
“What was it that helped the most improved schools raise student achievement in all three areas?”




Low parent education means the parent did not go beyond high school.

High parent education means at least one parent has attended a secondary institution and may or may not have attained a degree.

You can see that in the most improved sites, all sub-groups increased achievement at about one grade level, and the non-improved sites actually took a step backwards in student achievement.

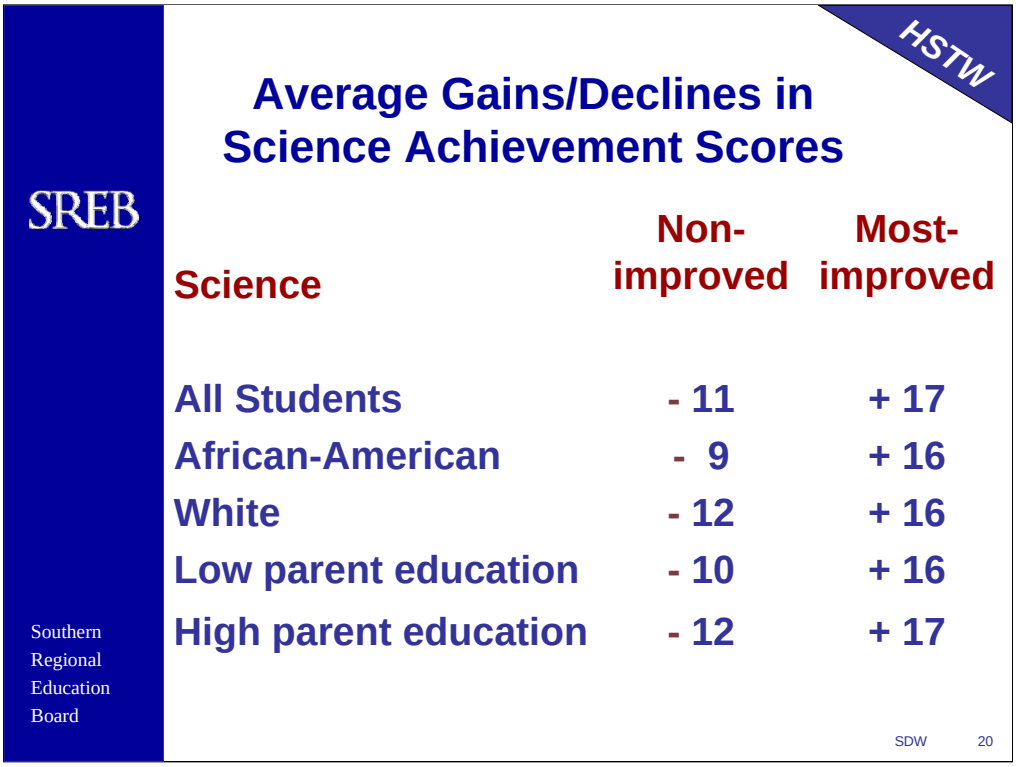



In mathematics, the gains in achievement at the most-improved schools are similar to the pattern we saw in reading. All groups of students had a gain of eight to 11 points in mathematics achievement and made significant progress toward meeting the *HSTW* performance goal.

**Whatever these schools are doing, it is working for all groups of students.**

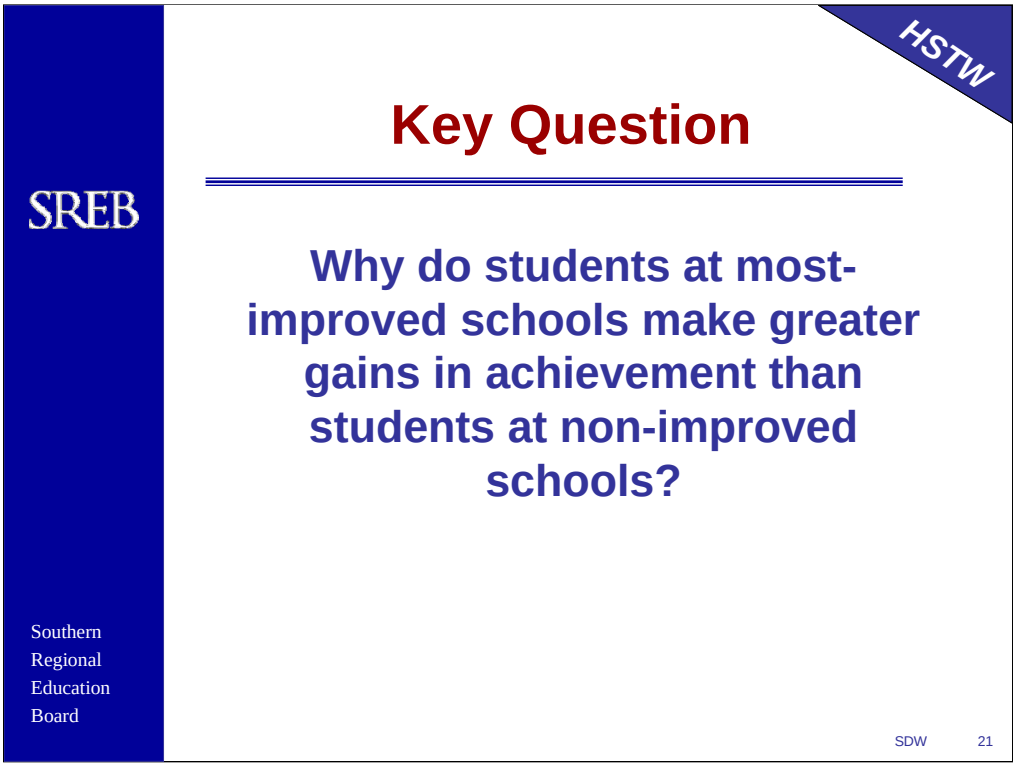
In contrast, the non-improved schools had a mathematics achievement decline among all groups of students.

Why does a group of high schools with similar students in 2004 and 2002 decline almost one grade level in mathematics achievement? What changed in these schools? Was it new leadership or a new mathematics staff? Was it as simple as failing to come together as a staff to help more students master a rigorous and relevant mathematics curriculum?




The gains in science achievement at the most-improved schools is much greater than the gains in reading and mathematics. The gain ranged from 16 to 17 points.

In contrast, at non-improved schools the declines ranged from nine to 12 points in science achievement. The most-improved schools made gains in science achievement for all groups of students.




**The question these data pose is why do students at most-improved schools make greater gains in achievement than students at non-improved schools? The answer: They do more to implement the design.**

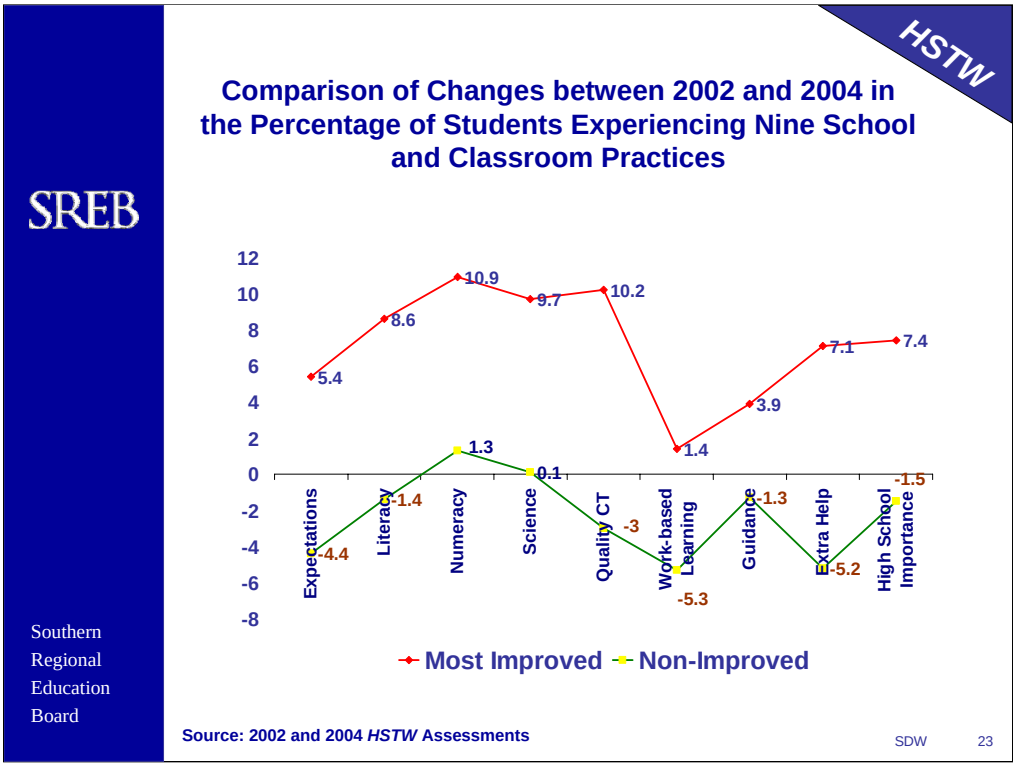
One things is that the most-improved schools came together as a staff and reached out to support each other and the students during this process to more deeply implement the *HSTW* design. In contrast, this did not occur at the non-improved schools.


•Continuous improvement means the school is addressing those things the school has control over and can change.

•The school can change:

- •what it teaches
- •how it teaches
- •how it organizes itself
- •How it organizes the school day
- •The culture of expectations
- •How teachers relate to each other and how they relate to students
- •How the school involves family and community in the process

•Continuous improvement is figuring out what's working and what's not working and making changes that result in improved student learning.




•Small changes often reflect steps to improve school tone, culture and climate.

•Engage faculty and support staff in taking actions to make changes to reach the target goals.

•Assess progress in terms of targeted goals and celebrate success frequently.

•Repeat the cycle.

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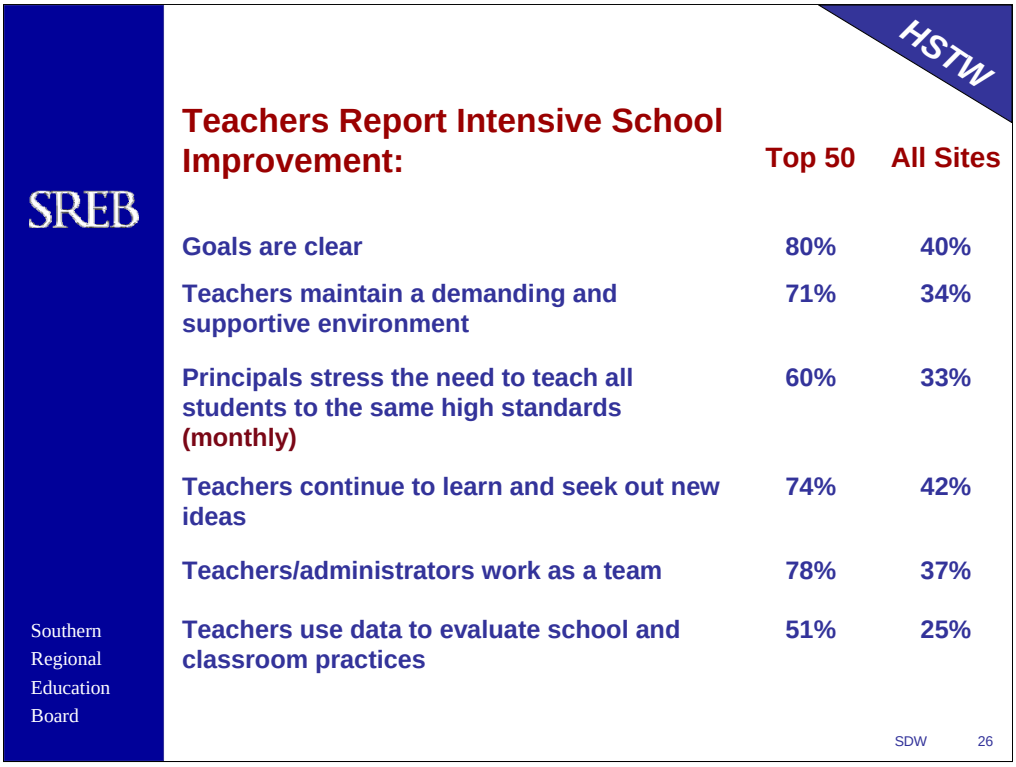
## Why is using data for continuous improvement important?

- Know where you are-where you need to be
- Inspire change
- Measure progress
- Link achievement with changes in classroom practices
- Celebrate accomplishments


**Site Development Guide #1, "Where do you begin?" lays out the foundation for continuous improvement.**

**This guide will also be part of the principal's reading assignment for homework.**



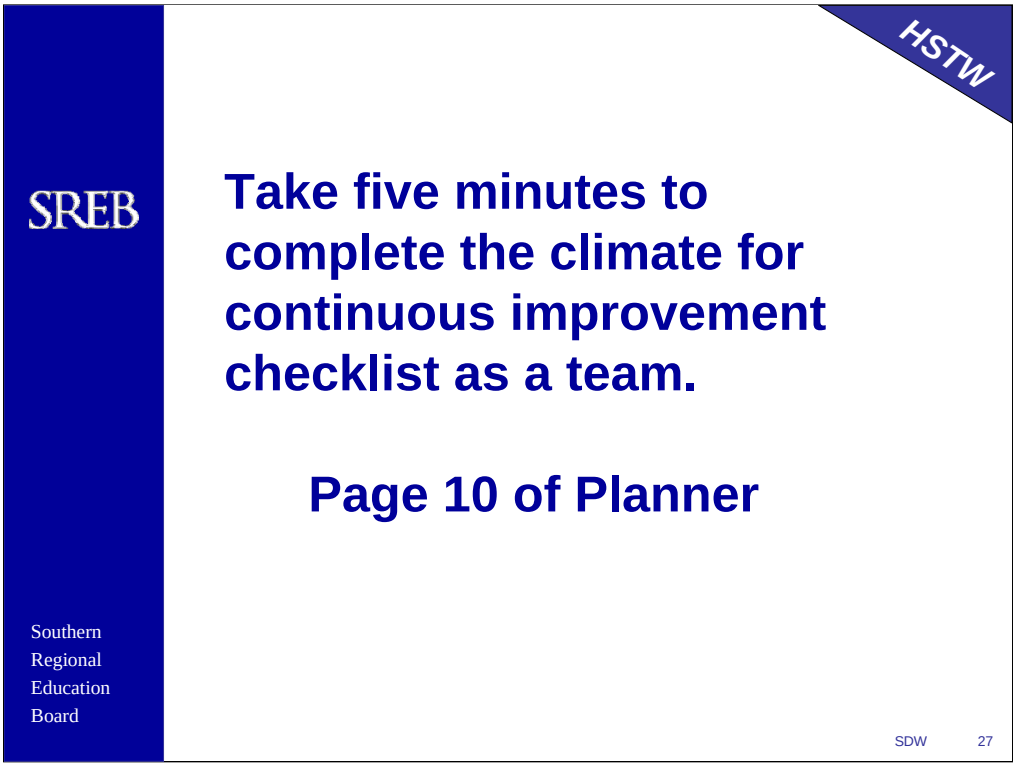

*HSTW* collects yearly data on the practices of the top 50 schools in the *HSTW* network. A comparison of this data reveals the following:

In the top 50 schools, teachers report that the goals of the school are clear.

71% report that their principals support them—pay their professional dues, supply professional journals

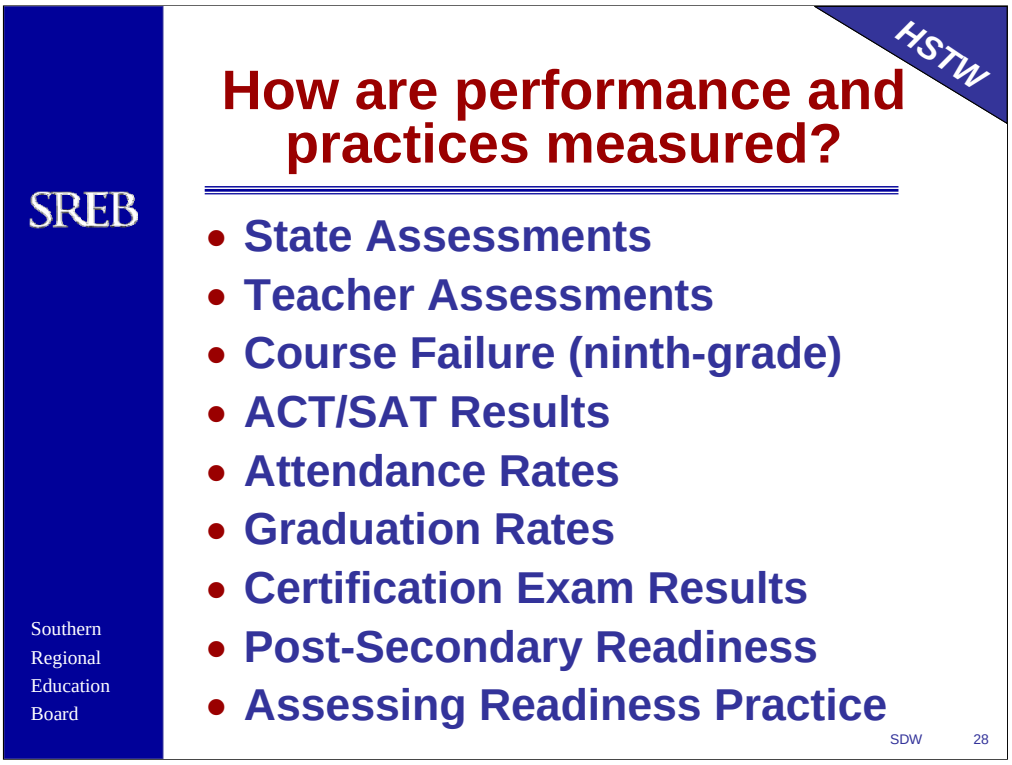
In the top 50 schools, ¾ of the teachers report that they continue to learn and seek out new ideas and work as a team with their administrators.

Where would your school fit on this chart?




Stop and give them about three minutes to complete a climate for continuous improvement, their current status.

Page 10 of the site action planner.




This slide and the next are reminders of all the sources of data schools have available in assessing where they are in terms of student achievement.

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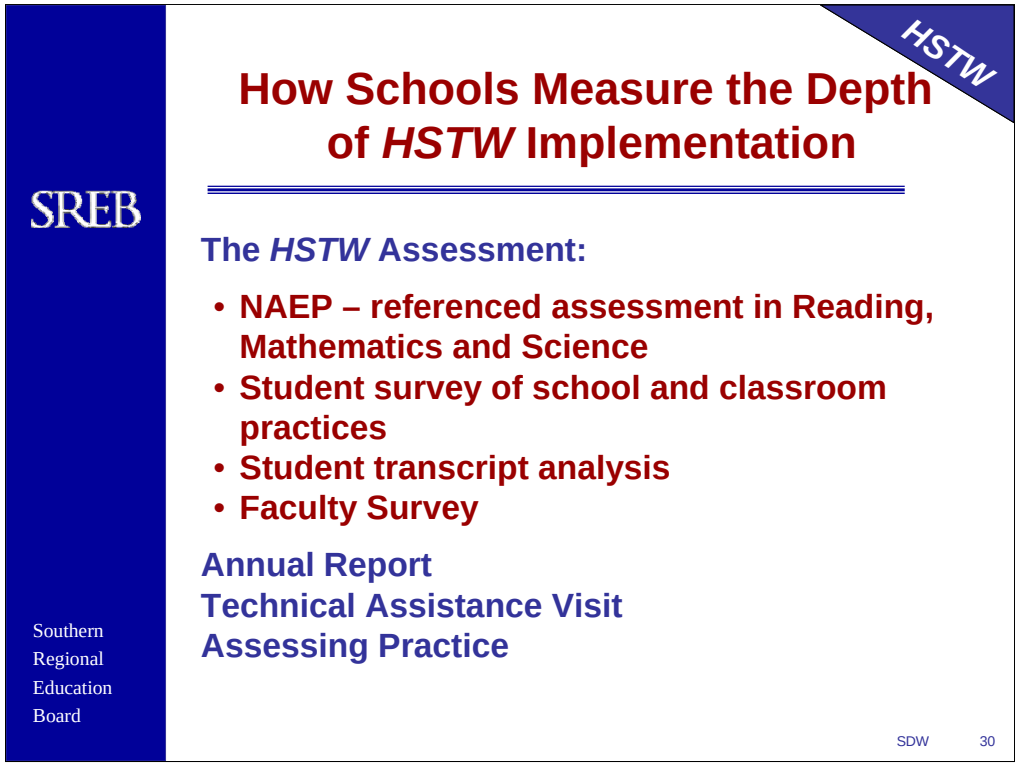
# How are performance and practices measured?

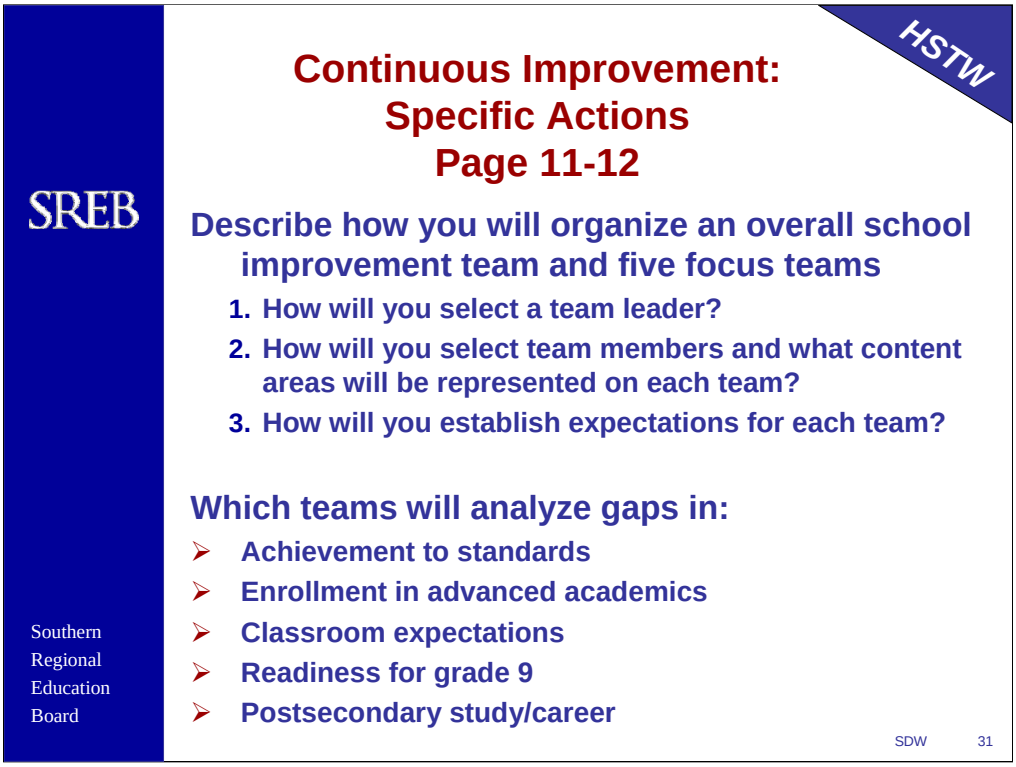
- Instructional Review
- Staff Experience Chart
- Remedial Studies Reports
- Follow-up studies
- Drop-out exit reports
- Master Schedule
- Focus Group Interviews
- Graduate Feedback
- Assessing Practice




•Explain the *HSTW* data assessment process for new schools.

•Review for experienced sites.

Make sure teams know the data collection requirement for being a HSTW site.




Select focus team chairs who have teacher leadership skills based on these criteria:

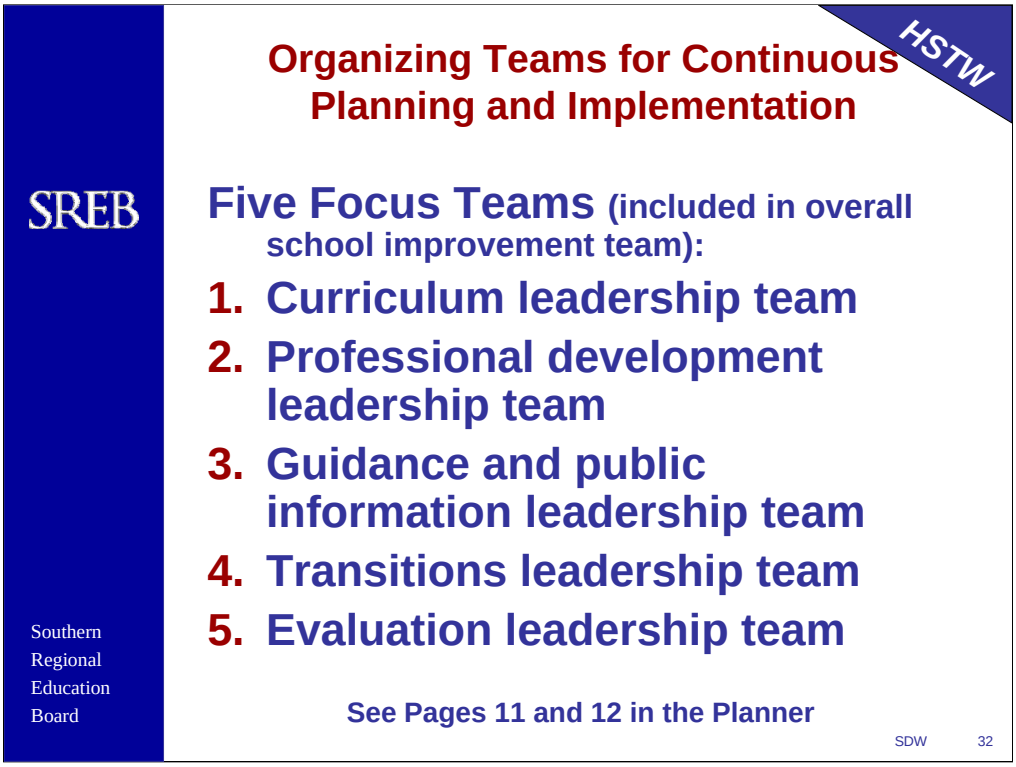
1. Someone others will follow
2. Demonstrate a passion for teaching all students to high levels
3. Has a passion for school improvement, a team player and energetic

Consider spreading resistant faculty among the teams—sometimes these people turn around and become your best advocates for change.

One suggestion for placing teachers on teams is to give them each an index card and ask them to list their top three choices for focus teams (go over each one with them and the charge for the focus team first). Tell them you will do your best to give them their first choice. This gives the principal/leadership team the final say in who is placed on each team.

Tell them not to worry right now about team assignments, we will come back to this at the end of the workshop. But they need to have these questions in t he back of their mind as they work through the ten key practices.

The next few slides will more closely examine the gaps schools need to address as they restructure.




•Schools will develop an overall school improvement team

•This team will determine what focus teams will be established in the school. Many schools have five focus teams listed here.

•If you already have a school improvement team you may need to expand it so that the chairs of the focus teams are included on it.

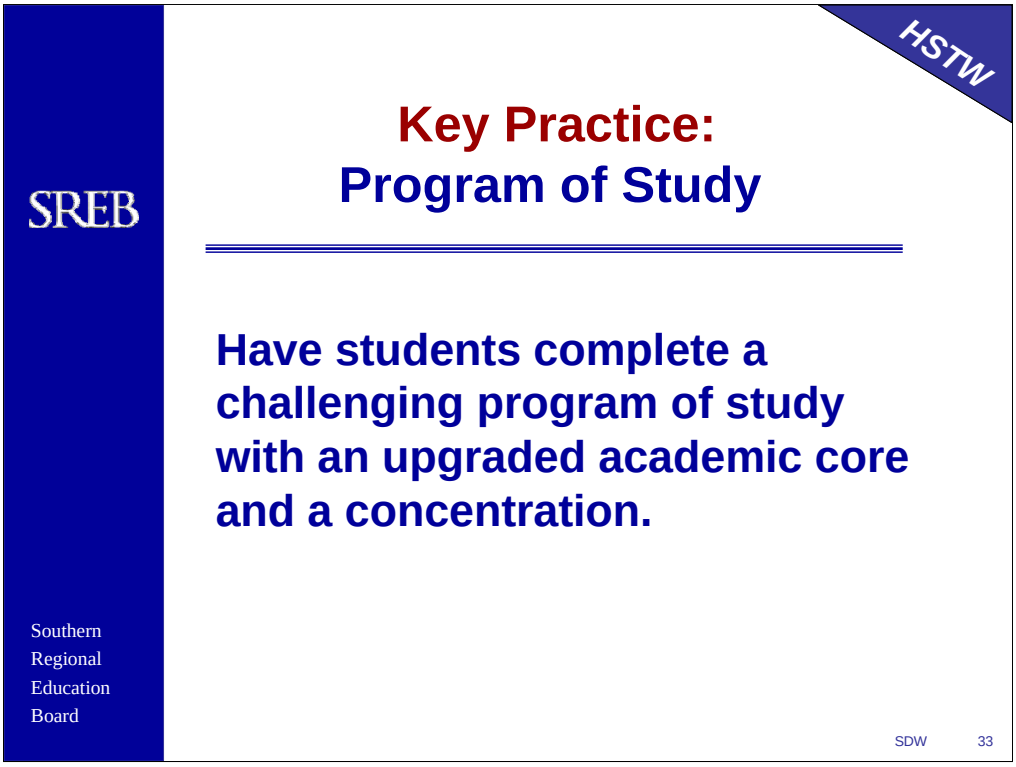
•On page 11 of the Planner, schools will determine which teams will address the achievement, expectation, and opportunity gaps.

•Give the HSTW Coordinator the job of reviewing the Site Development Guide #2, "Developing Effective Teams," so schools can begin thinking about how they will organize school teams.

•If your school already has a team or committee structure, think about how you will incorporate your HSTW focus teams into that structure.

•Who will lead these teams?

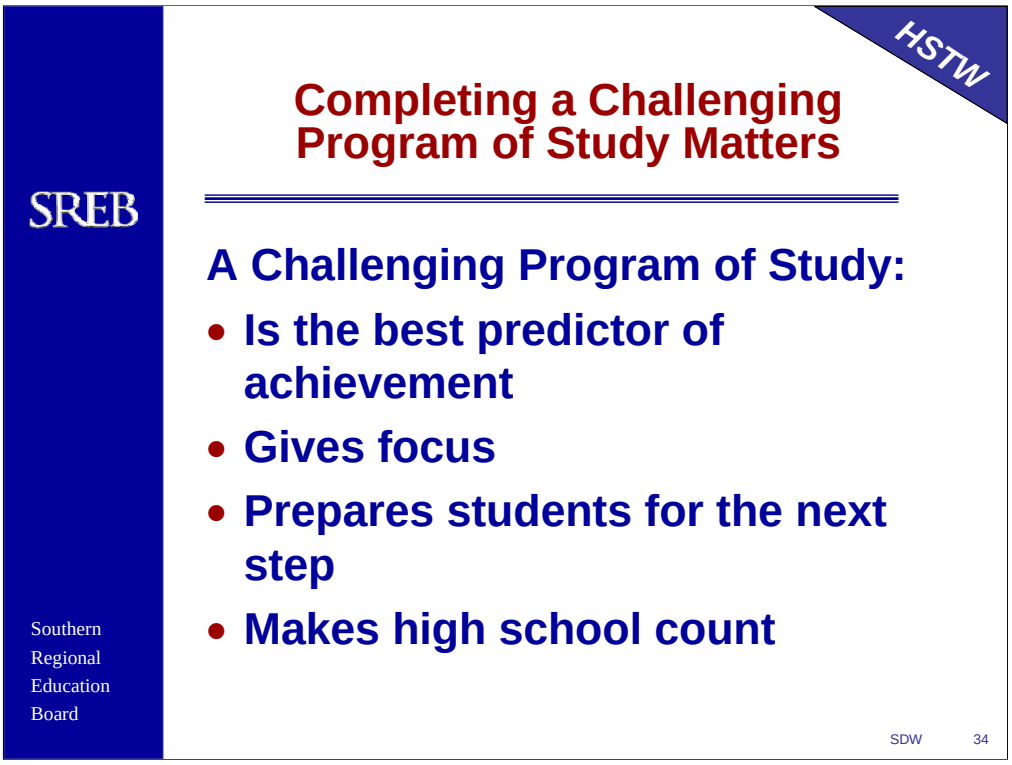
•Who will participate on the focus teams? Select a core group that supports your reform efforts. Make sure they are represented on the focus teams. This is a great opportunity to develop cross-curricular teams so that teachers have an opportunity to work with colleagues outside their department.




The most powerful thing schools can do to raise student achievement is give students access to the HSTW recommended academic core.

Also, students who pursue a concentration are motivated to work harder in all their students.

Assign the counselor homework: “Students Will Take the Right Courses When the Principal Leads,” Site Guide #14.




Emphasize that a challenging program of study is the best predictor of achievement based on HSTW assessment data analysis.

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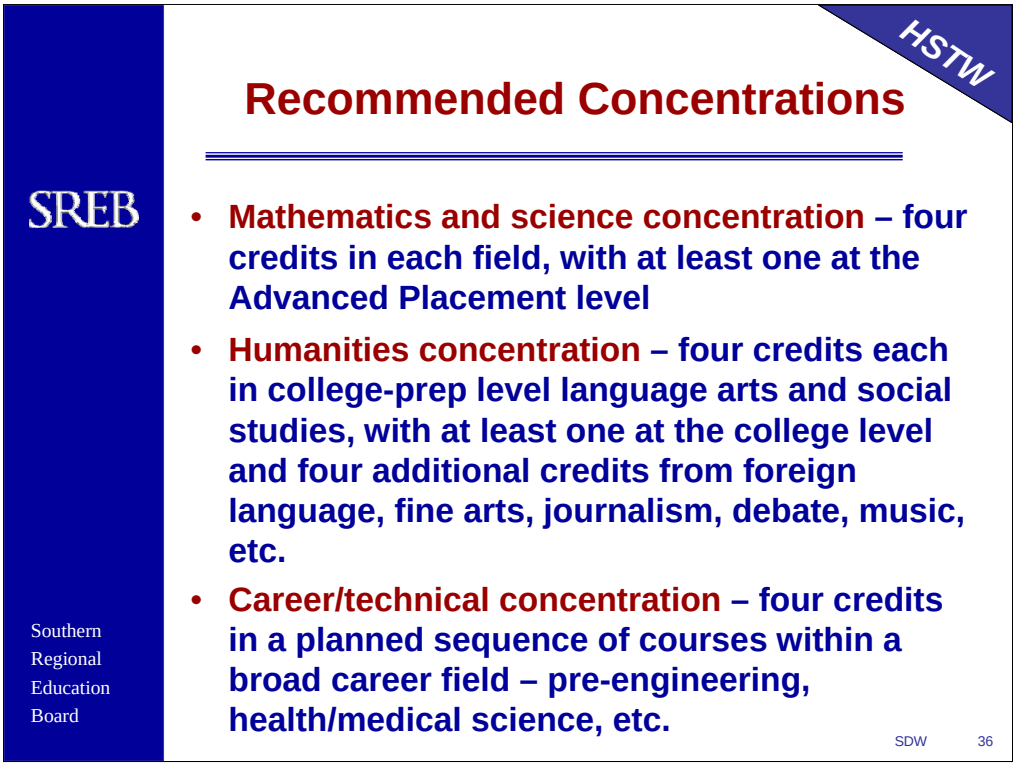
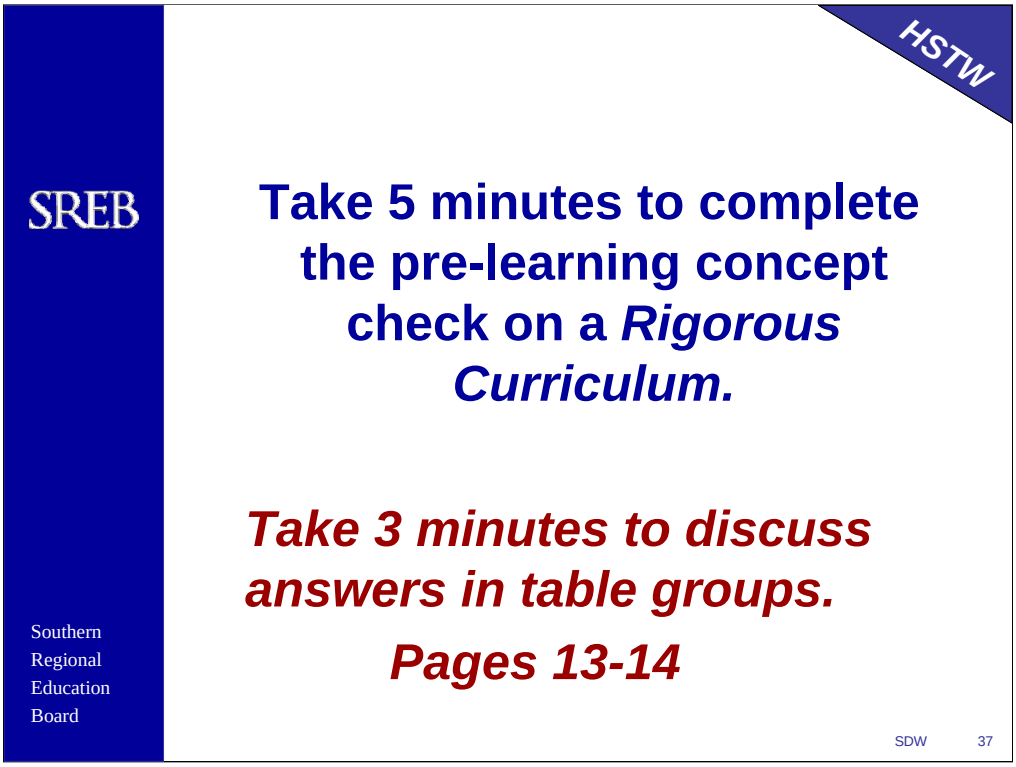
## *HSTW* Recommended Academic Core for All Students

- **Four credits in college-prep/honors English**
  - **Students read 8-10 books a year**
  - **Students write weekly**
  - **Students complete at least one major research paper**
- **Four mathematics credits – Algebra I, geometry, Algebra II and above**
- **Three lab-based science credits at the college-prep level; four credits with a block schedule**
- **Three credits of social studies; four credits with a block schedule**
- **Mathematics and Science in the Senior Year**

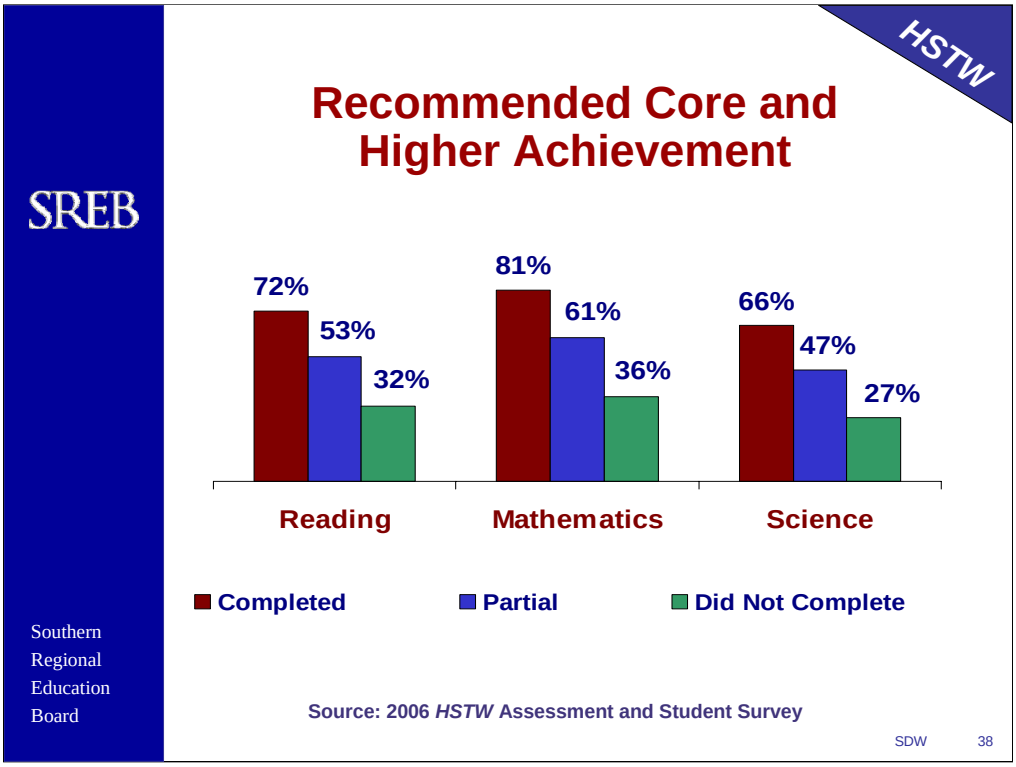



Teachers will take time at their table to estimate the percentage of students at their school who would answer affirmatively to these statements.




With the exception of the curriculum requirements, the concept check statements **should be completed through the eyes of the student**.

Assign someone to read for homework, "Students Can't Wait," focusing on actions schools took to increase the number of kids taking the recommended curriculum.




Completed 24% Partial 50% Did Not Complete 26%

Completed (3 Parts) Partial (1-2 Parts) Did Not Complete (0 Parts)

•There is a correlation between completing the recommended academic core and achieving at a higher level on the *HSTW* assessment of reading, mathematics and science.

•Eighty-one percent of students completing the recommended academic core met the *HSTW* performance goals in mathematics; 72 percent in reading and 66 percent in science.

• In comparison of the students who completed one or two of the core academic requirements, 61 percent met the mathematics performance goal; 53 percent met the performance goal in reading; and 47 percent met the science goal.

• Only about one-third of students who failed to complete any part of the recommended core met the performance goals (32%, 36%, 27%).

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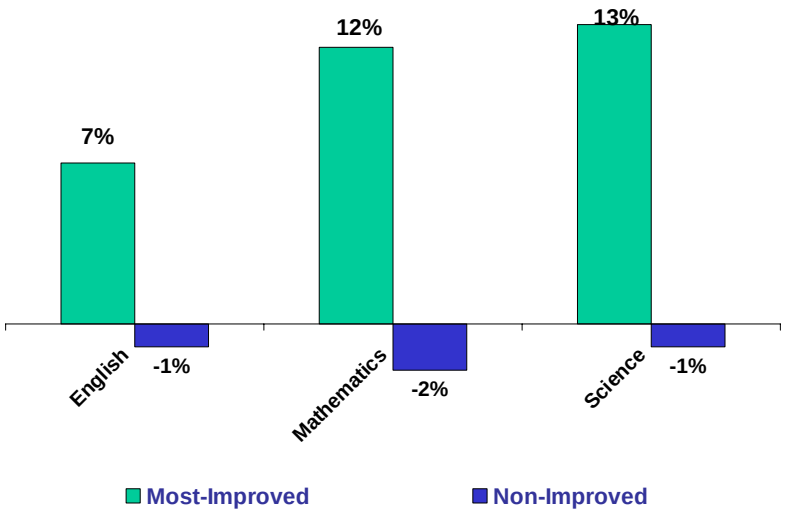
## Gains/Declines in Percentages of Students Completing the *HSTW*-Recommended Curriculum




Source: 2004 *HSTW* Assessment

SDW 39

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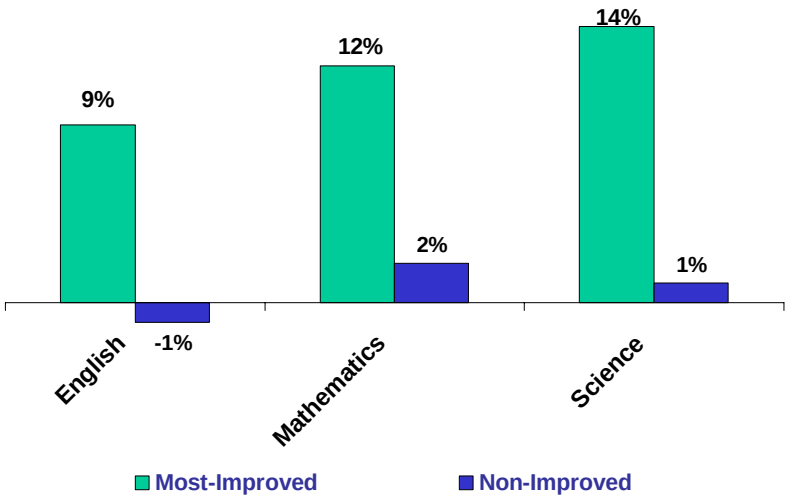
## Gains/Declines in Percentages of Majority Students Completing the *HSTW* Recommended Curriculum




Source: 2004 *HSTW* Assessment

SDW 40

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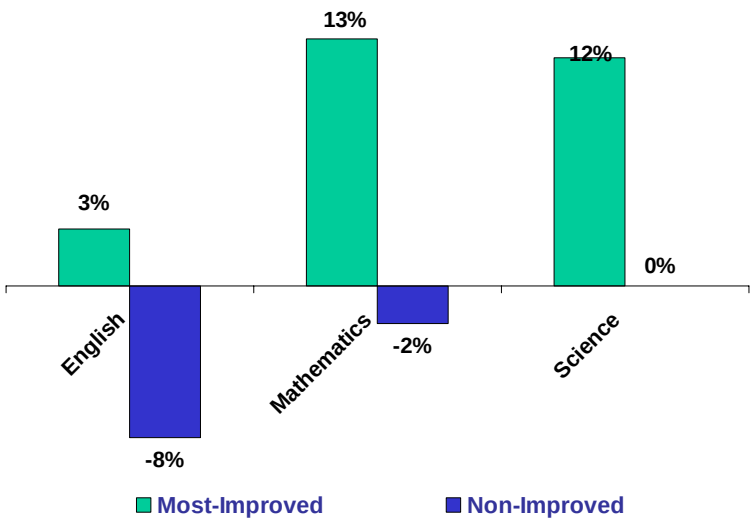
## Gains/Declines in Percentages of African American Students Completing the *HSTW* Recommended Curriculum




Source: 2004 *HSTW* Assessment

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## Gains/Declines in Percentages of Students Completing the *HSTW* Recommended Curriculum by High Parent Education

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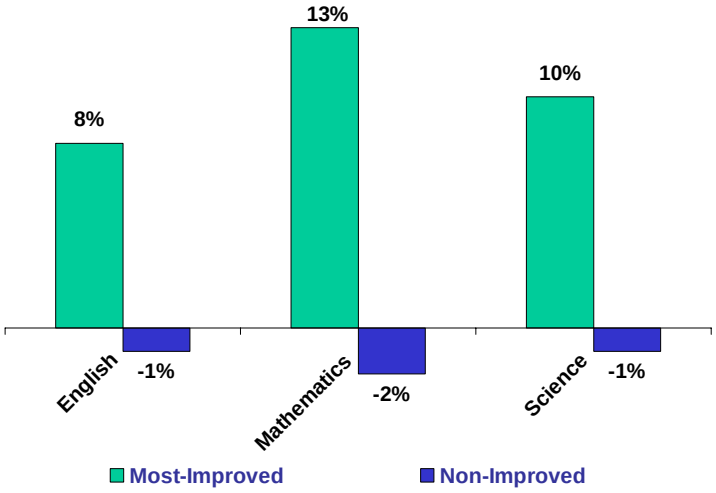


Source: 2004 *HSTW* Assessment

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# 2006 Recommended Core and Academic Achievement

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| | Average Reading | Average Mathematics | Average Science |
|---|---|---|---|
| **Fully Completed (completed all three subjects)** | 291 | 317 | 310 |
| **Partially Completed (completed 1 or 2 of the subjects)** | 279 | 301 | 294 |
| **Did Not Complete** | 264 | 283 | 276 |
| ***HSTW* Goal** | 279 | 297 | 299 |

Source: 2006 *HSTW* Assessment and Student Survey – Based on students who completed the student survey and all three subject tests.

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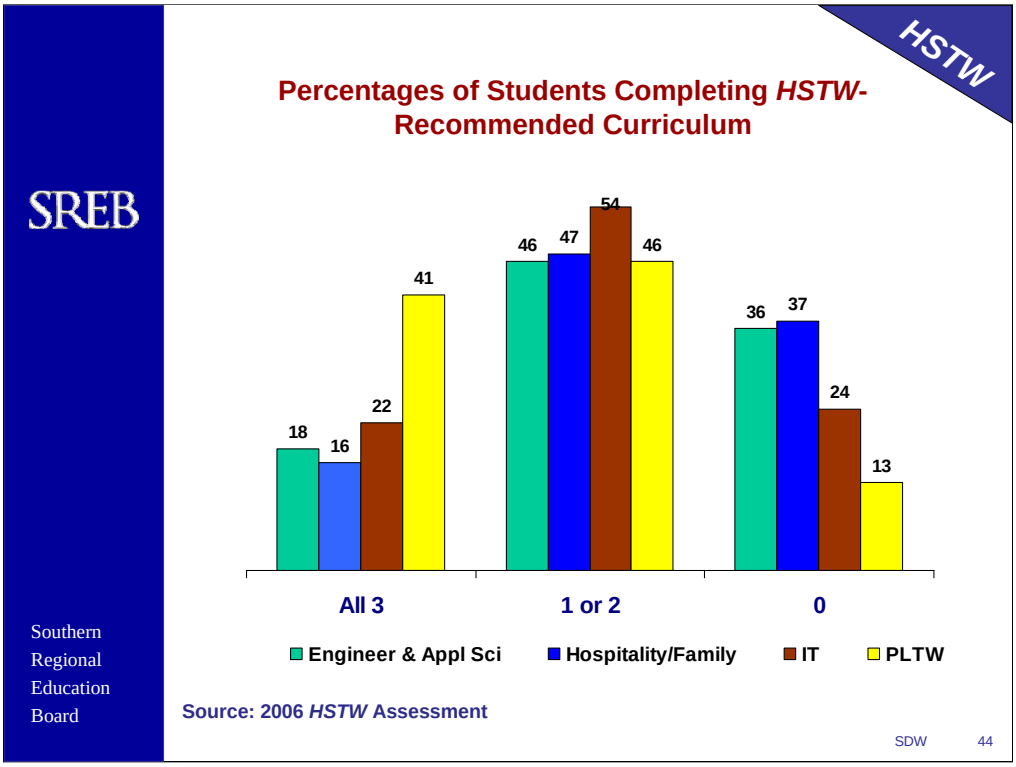


Let's take a look at 2006 data for students in four CTE programs of study:

1. Engineering and Applied Sciences (green)
2. Hospitality/Family & Consumer Science (blue)
3. Information Technology (red)
4. Project Lead the Way (pre-engineering program) (yellow)

You can see that the pre-engineering program, Project Lead The Way, had 41% of students completing all 3 areas of the recommended academic core curriculum.

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## Percentages of Students Meeting the *HSTW* Performance Goals by Career/Technical Programs

| | Reading | Math | Science |
|---|---|---|---|
| Engineering & Applied Science | 45% | 57% | 48% |
| Hospitality/Family | 42 | 43 | 29 |
| Information Tech | 57 | 65 | 56 |
| PLTW | 66 | 81 | 70 |

Source: 2006 *HSTW* Assessment

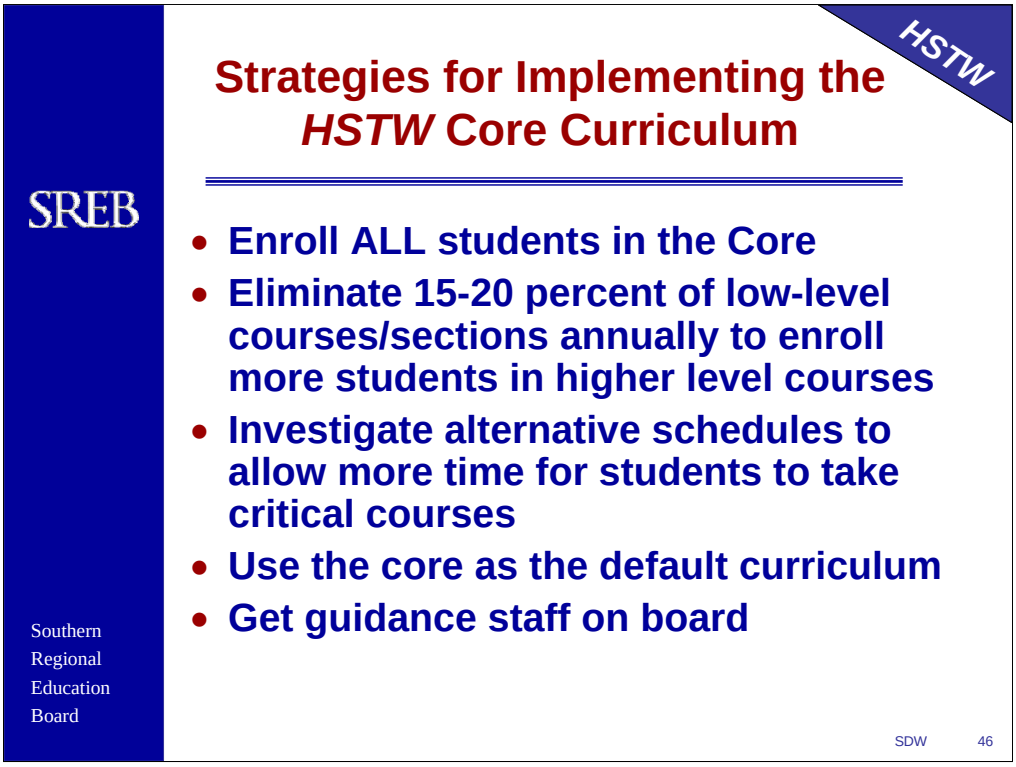
SDW 45

• IT and PLTW have at least 50 percent of their students meeting our reading goal.

• Percent of students meeting the mathematics goal ranging from 43 percent in hospitality to 81 percent in PLTW.

• IT and PLTW also have at least 50 percent of their students meeting our science goal.

• Why are fewer engineering and applied science students meeting performance goals than PLTW students?




**Using the core as the default curriculum means all students are automatically enrolled in the recommended curriculum.**

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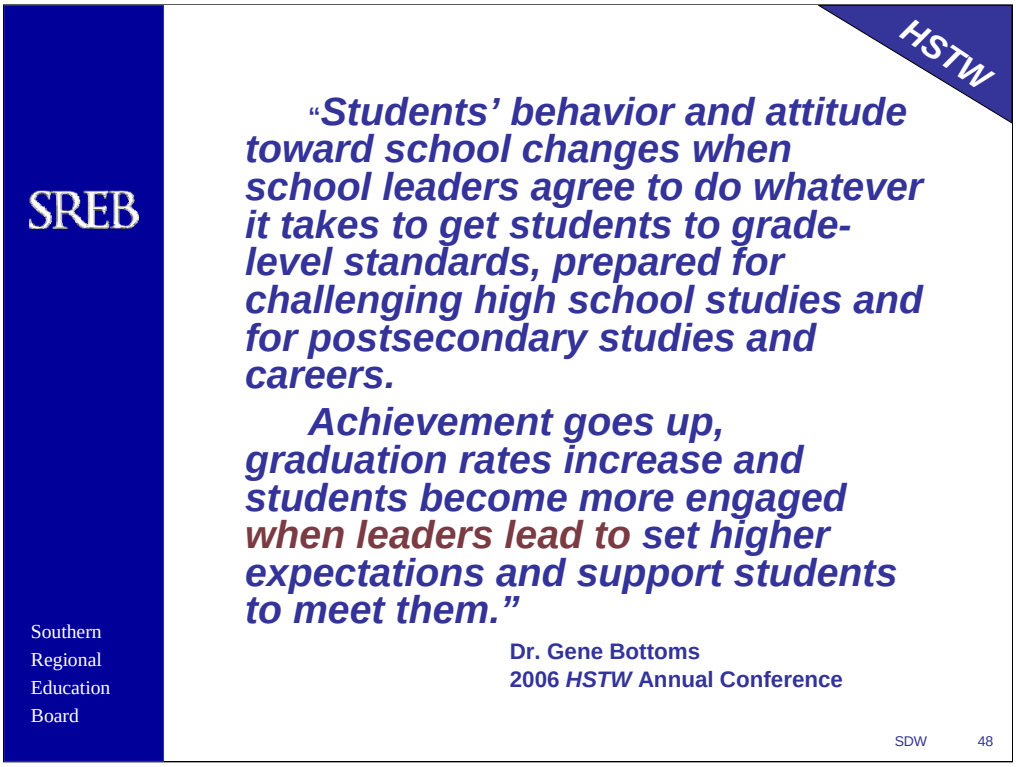
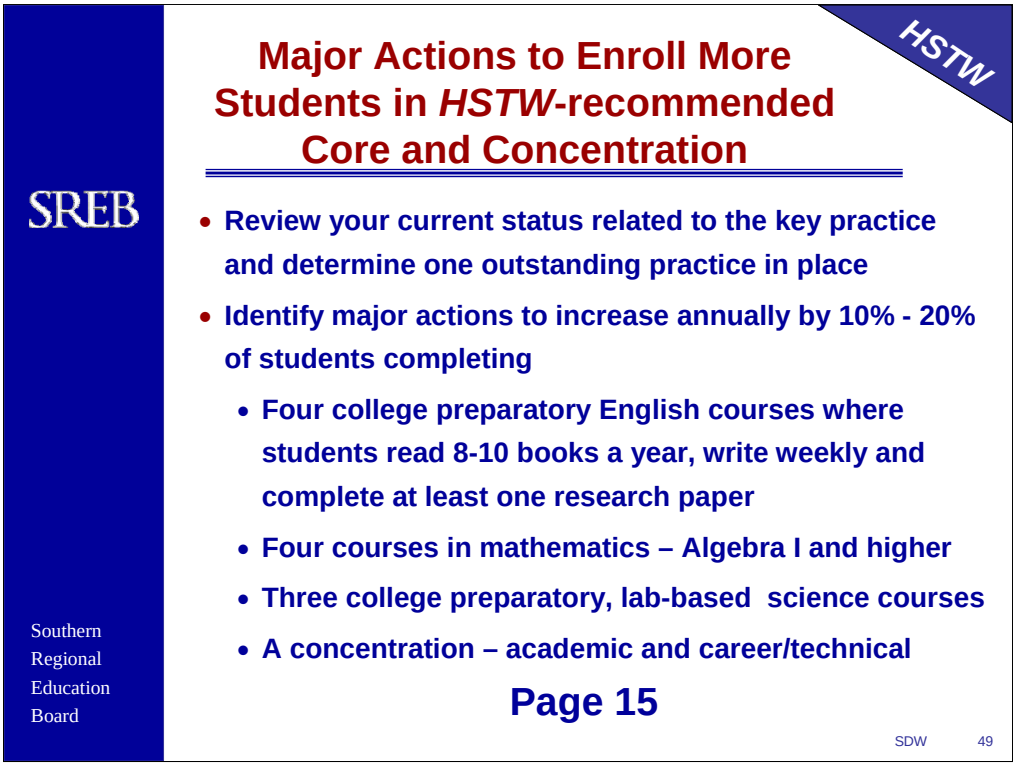
# Actions to Get Students to Take the Right Courses

- Raise graduation requirements
- Strengthen guidance and advisement - involve parents
- Develop student handbook with career pathways and related course of study
- Eliminate smorgasbord scheduling
- Use guest speakers, hold career expos and college fairs
- Establish small learning communities




Unless the adults in the building take responsibility to initiate a set of actions to enroll more kids in high level courses it simply will not happen.

Students/teenagers will take the path of least resistance.




For whole faculty workshops, have somebody from the school enter all actions in a computer during each present out.

For school teams workshop, have a member of the team keep a master copy of the planner with actions listed.

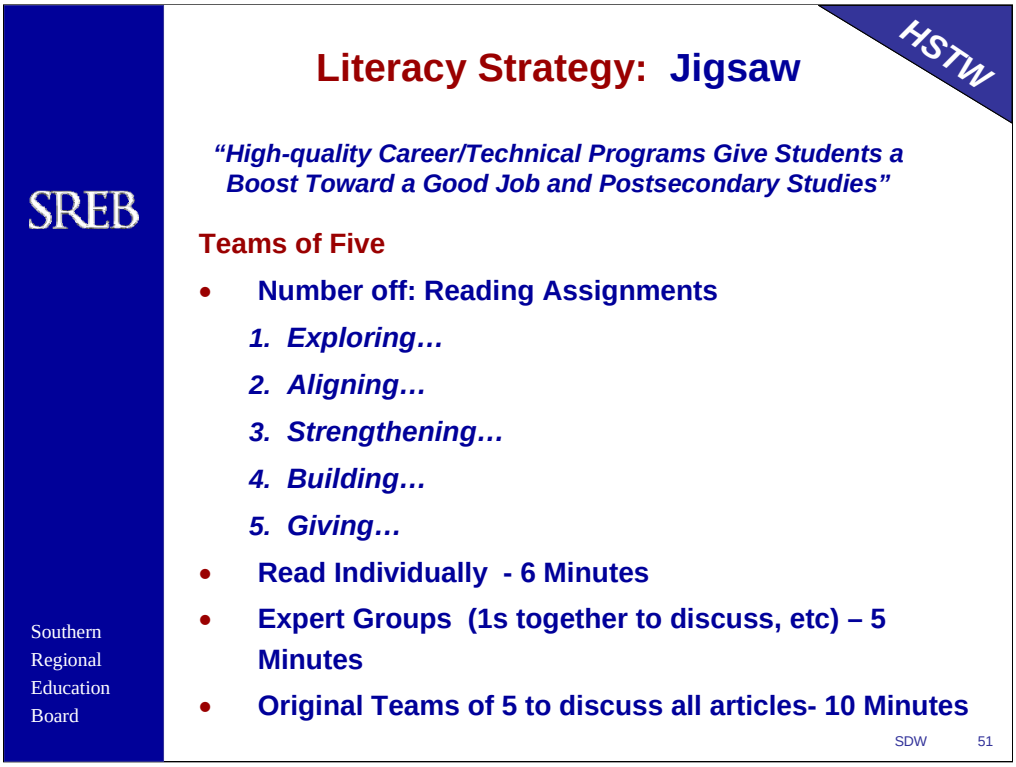
**Schools keep waiting for kids to change, but kids won't change until the adults in the building change.**

**Adults must decide they are going to enroll more students in career courses each year. They have to take action or it won't happen.**


Review the three things school leaders need to do.

Ask teams if they were to do this in their school, what would change about their CTE courses? Give them a few minutes to think about this.

Ask teams if any of them have already taken steps to do this. Ask 1-2 teams to share if they think it is an outstanding practice in their school.




Everyone should have a copy of this CTE newsletter.

Take this opportunity to highlight the 2005 and 2006 conference newsletters that schools can access on the SREB website. These newsletters highlight school presentations from sites in our network.

Use this activity if time permits for an in depth discussion of this Newsletter Article. If not, hand out the article for them to read for homework. Follow-up homework with Memory Box Activity—slide at end of PowerPoint.

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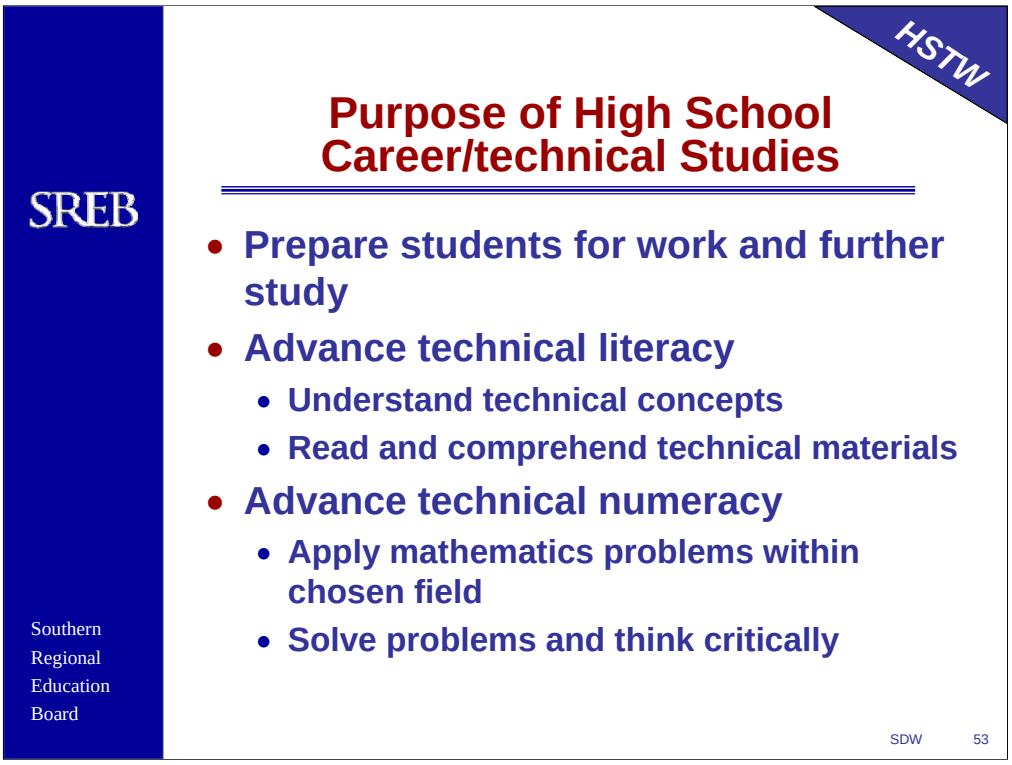
# Quality Career/Technical Courses Matter

- Improve high school retention
- Increase understanding of academic content
- Give meaning to school
- Motivate students
- Improve retention of academic skills
- Get on track faster after graduation
- Discover career options




•An example of technical literacy:

Ask yourself, “Can the student make a written report and verbally explain a process using the language of the field?”

•An example of technical numeracy:

In a building construction course, students may be expected to complete a project to develo9p a floor plan. Converting measurements from a scale drawing is a technical skill needed in developing a floor plan.


Consider the course offerings in your school…

What CTE programs do you currently offer that will fit into one or more of these clusters?


•Hold up a copy of "A Guide to Preparing a Syllabus: Designing Challenging Vocational Courses."

•Ask a CTE person to read chapters 2 (old CT goals versus new CT goals) and chapter 6 (criteria for a challenging project) and ask them to be ready to share with their table tomorrow the major points in the publication.

•Reference the website, **www.careerclusters.org**

•16 Career Clusters and related resources

•Free Cluster sample plans of study (knowledge and skills for each program of study)

•Free Career Clusters Interest Survey activity

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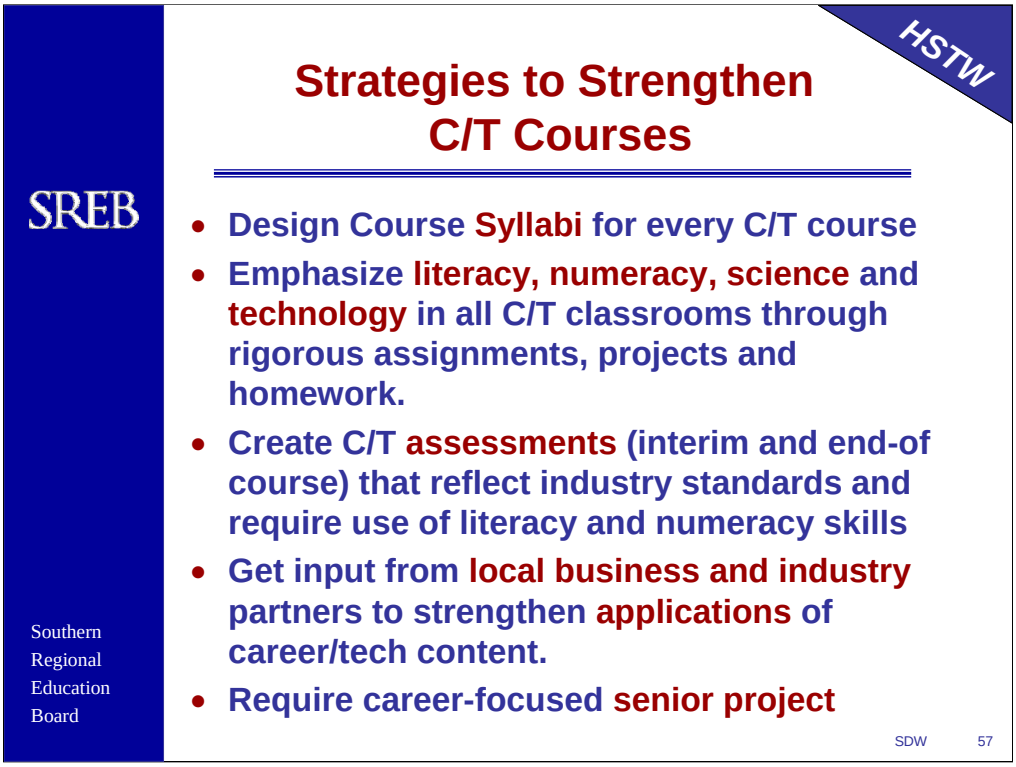
## Strengthening C/T Studies

- Enroll at-risk students in at least one C/T credit course annually
- Offer ninth grade exploratory course introducing broad career fields
- Increase the number of students completing 4 or more technical courses
- Expand opportunities for students to earn post-secondary credit or certifications while in high school




Have a copy of the HSTW Syllabus Guide – Purple Book to hold up and available for review.

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## Different Ways to Organize High School Career/technical Studies

- Using a career major concept
- Organizing the high school into small learning communities around career-based themes
- Organizing the high school around broad career pathways
- Planning programs of academic and career/technical studies that are linked to postsecondary studies

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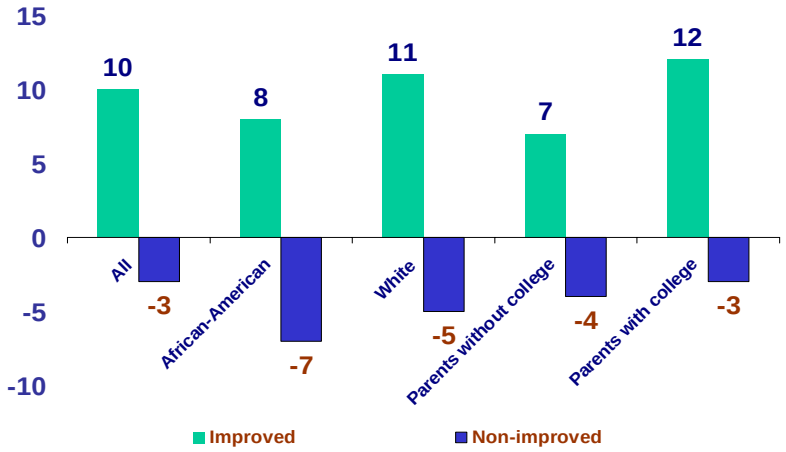
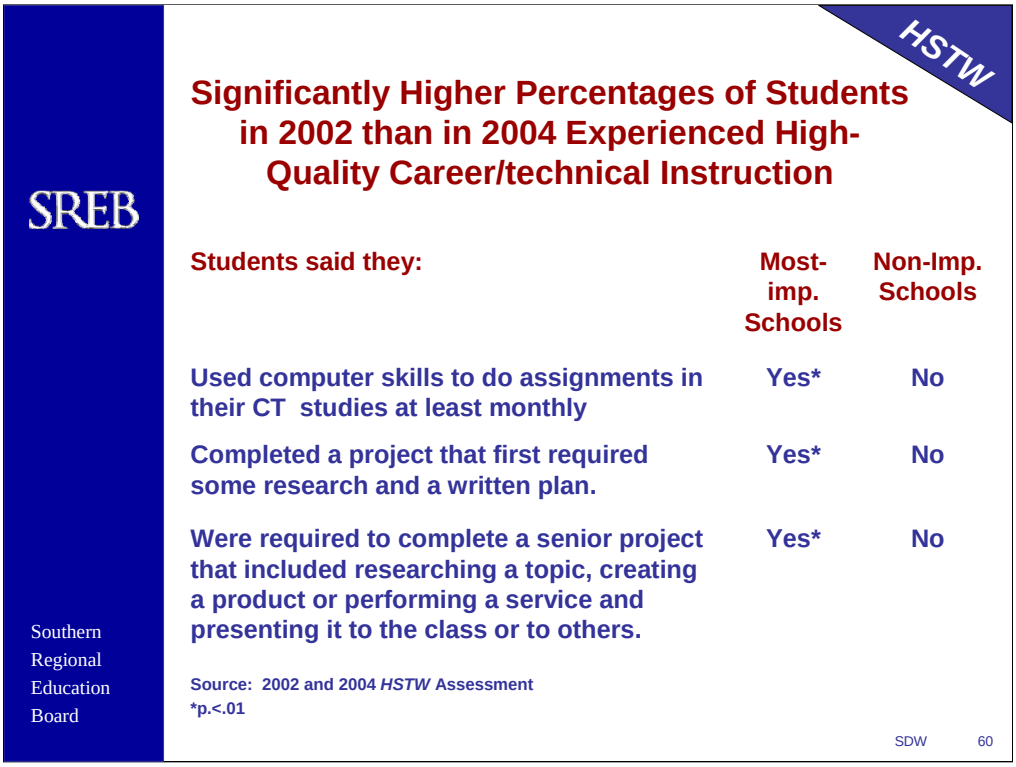
# Percentage of Students Having Important Career/technical Experiences




Source: 2002 and 2004 *HSTW* Assessment
Note: Changes in percentages are rounded to the nearest whole numbers.

SDW 59



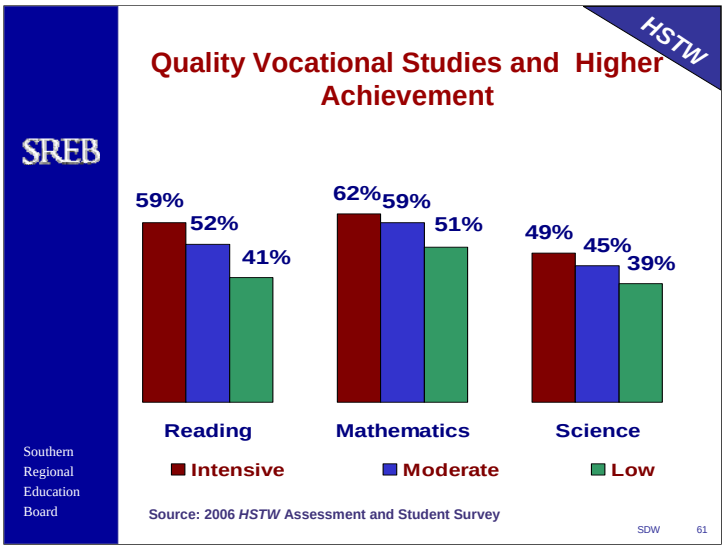

- "No" = there was no significant improvement in the percent of students between 2002 and 2004. In other words, the school didn't make any changes at all.
- "Yes" = there was a significant change
    - .01 level=probability 1 time out of 100 that this could be due to chance (.05 level = 5 times out of 100 that this could be by chance)

- Look for ways to engage students in using technology to complete assignments in the career/technical field.

- Why a senior CT project?

1. A major project is a way to engage students in the language of the field.
2. Students will have to do investigative projects in the workplace.
3. The senior project means they have to read, write, speak, listen, investigate and they have to go on stage to perform.

- These are the big changes in the experiences of students at the most-improved schools. In fact, the greatest change in the quality of their school experiences in most-improved schools was in the quality of their career/technical programs.

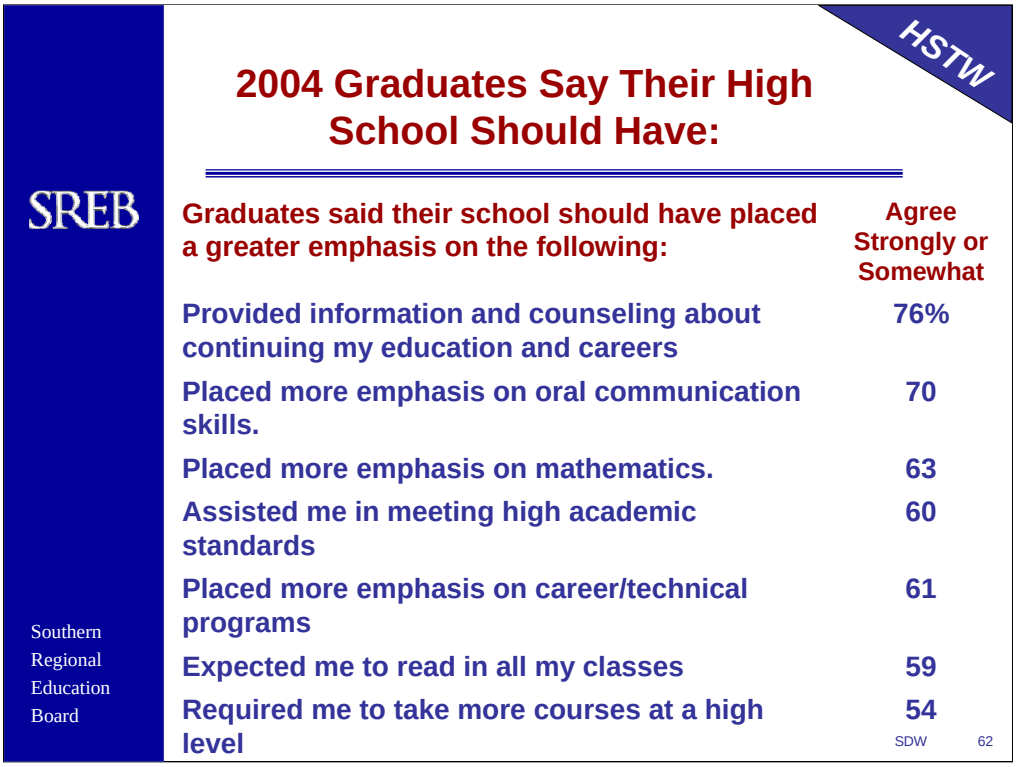



Intensive 30% Moderate 46% Low 24%

Intensive (7-11) Moderate (4-6) Low (0-3)

Career/technical students who frequently have intensive exposure to quality career studies (7 to 11 of them) are more likely to meet the *HSTW* performance goals in reading, mathematics and science than students who have "moderate" or "low" exposure to these experiences.

Since academic achievement is a major predictor of success on employers' exams and other written tests, it is fair to say that students who have had "intensive" experiences in quality career/technical programs are much more likely to pass career-related exams than students who are enrolled in low-quality career/technical programs that fail to provide these experiences.




Ask the counselor to review the follow-up report for homework and be prepared to highlight a few major findings for their team tomorrow.

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# Key Practice:
## Work-based Learning

**Enable students and their parents to choose from programs that integrate challenging high schools studies and work-based learning and are planned by educators, employers and students.**

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## What Makes a Quality WBL Program?

**Each student has:**

- **Classroom and work-site assignments that are correlated to career field**
- **Work-site experiences connected to career goals**
- **A work-site mentor**


These are a few examples of work-based learning opportunities.

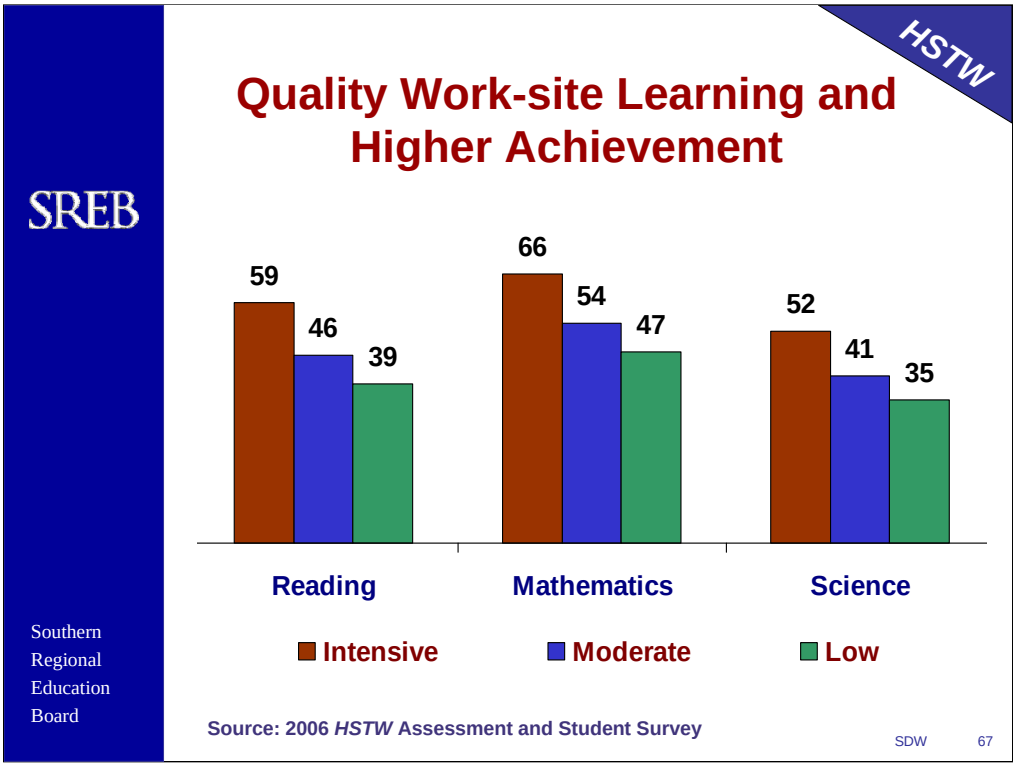
Another example would be a school-based enterprise (school bank, school store, etc.)


Schools that set high expectations are honoring effort and hard work. This helps communicate that school counts.

High expectations give students a sense of self worth.

Students realize that they are important, that the school believes in them enough to set high standards and believes that they can meet these standards, and that the school will help them.

High expectations enables students to become more focused, motivated and goal-oriented.




| | | |
|---|---|---|
| Intensive 52% | Moderate 22% | Low 24% |
| Intensive (3-4) | Moderate (2) | Low (0-1) |

A higher percentage of students who reported having intensive quality work-based learning experiences met the reading, mathematics and science performance goals in 2006 than students who had lower levels of experiences. Students who participated in moderate- to low-quality work-site learning experiences had significantly lower academic achievement.

# Career/Technical Studies- WBL Brainstorming

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- Review your current status related to the key practice and determine one outstanding practice in place.
- Recommend one action to incorporate literacy into Career/technical courses.
- Recommend one action to incorporate numeracy into Career/technical courses.
- Recommend one action to improve the quality of Career/technical courses.
- Recommend one action to increase access and quality of work-based learning opportunities.

See Pages 17-19 of Planner

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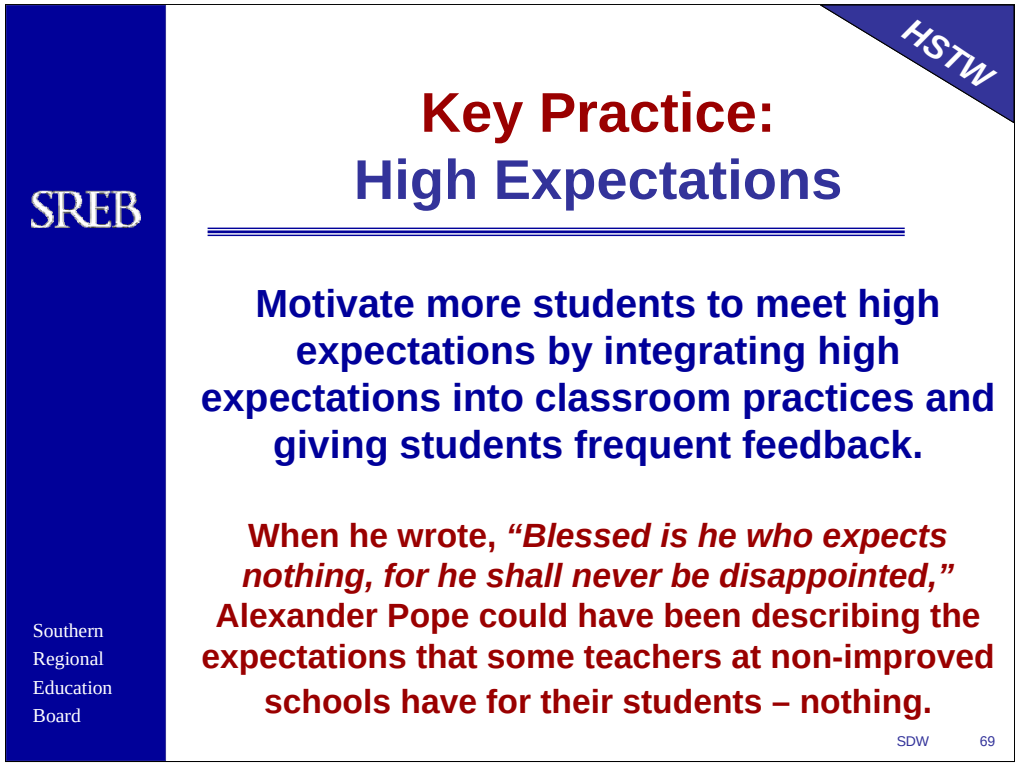
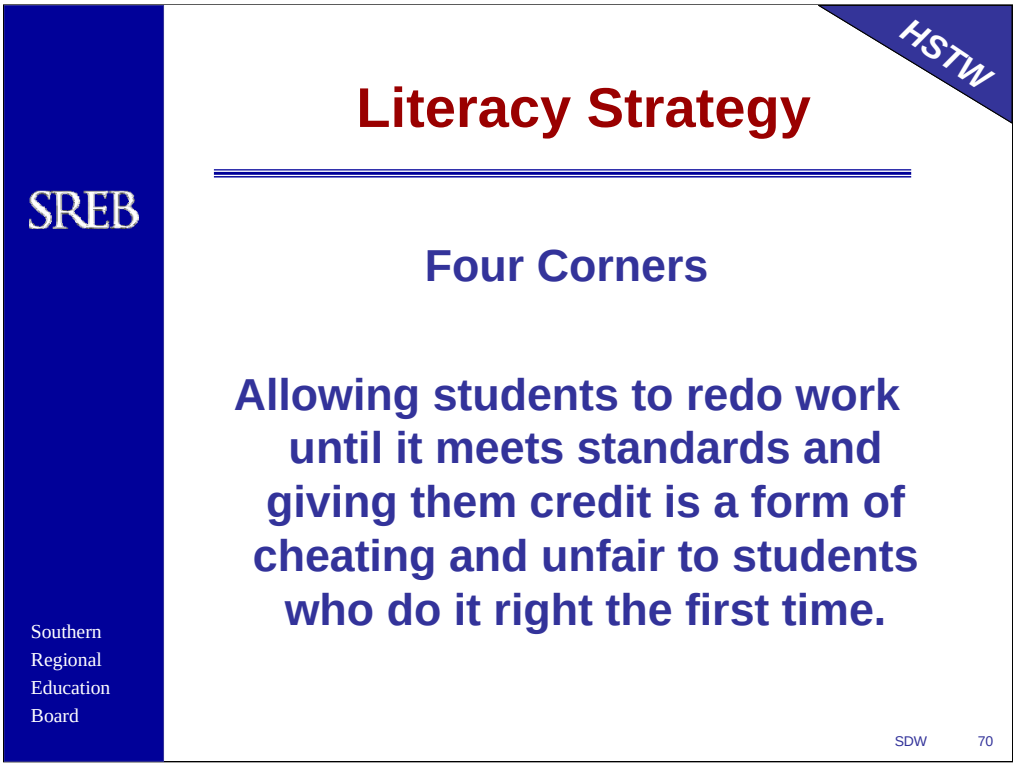



You cannot teach a more demanding academic core or quality career/technical studies without raising expectations.

This key practice involves making challenging, meaningful assignments and expecting students to do high-quality work. It requires faculty to be enthusiastic, dedicated and willing to provide the individual help students may need in meeting higher standards.

What teachers and school leaders expect of their students can impact student performance. Several studies suggest that our perception of how students will perform may easily become self-fulfilling.

Other studies found that successful schools had teaches who set high standards of behavior, set clear expectations for their students and believed in students' ability to do well in school.




1. Note the following four signs in the corners of the room**: Agree, Disagree, Strongly Agree and Strongly Disagree.**
2. Read the statement on the screen: **Allowing students to redo work until it meets standards and giving them credit is a form of cheating and unfair to students who do it right the first time.**
3. Move to the corner you most relate to in regards to this statement. If you are undecided remain in the middle of the room.
4. Select a spokesperson for each corner and brainstorm the justification for your choice.
5. Each spokesperson presents the groups justification and tries to persuade undecided people or people from other corners to join your group. Time limit for each spokesperson is one minute.
6. After each spokesperson presents, have conversations and/or allow the undecided group to ask questions.
7. Undecided participants may move to any of the four corners and participants in other corners may move to another corner if the justifications convinces them of that particular belief.

Mention how this might be used in the classroom to introduce a topic or as a closing activity. It gets students up and out of their seats and they have to think about an issue on a deep level. There is no right or wrong answer. Everyone's opinion is respected. This could also lead into a debate topic if the group is equally split between levels of agree/disagree.


Schools that set high expectations are honoring effort and hard work. This helps communicate that school counts.

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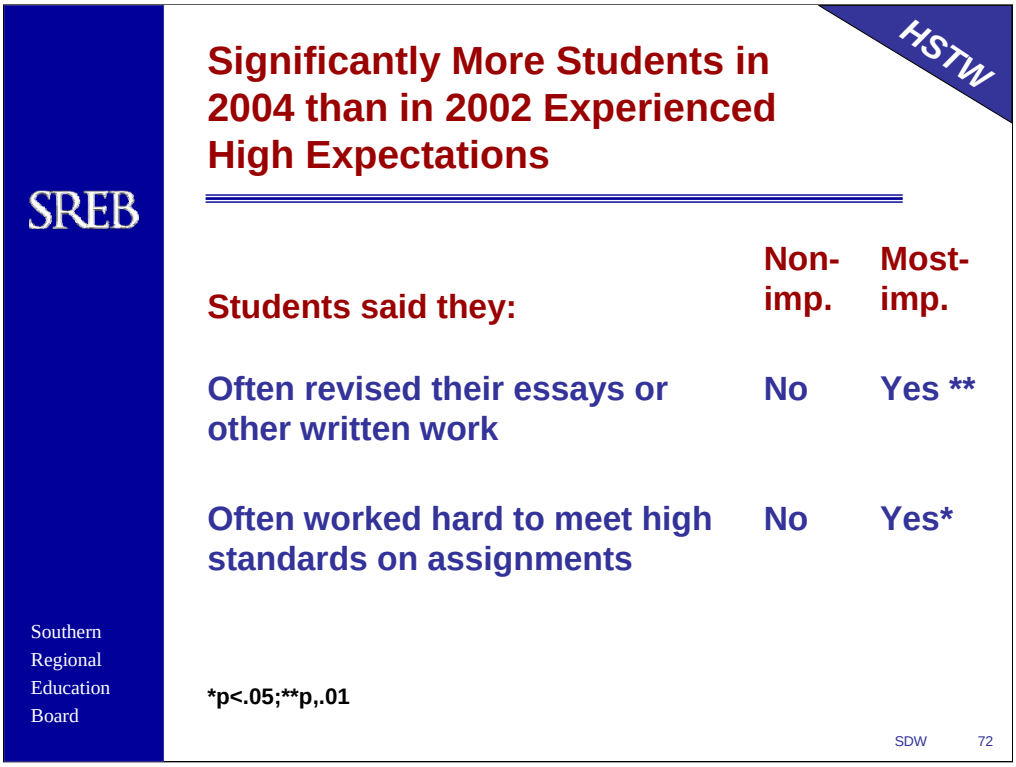
Students realize that they are important, that the school believes in them enough to set high standards and believes that they can meet these standards, and that the school will help them.

High expectations enables students to become more focused, motivated and goal-oriented.



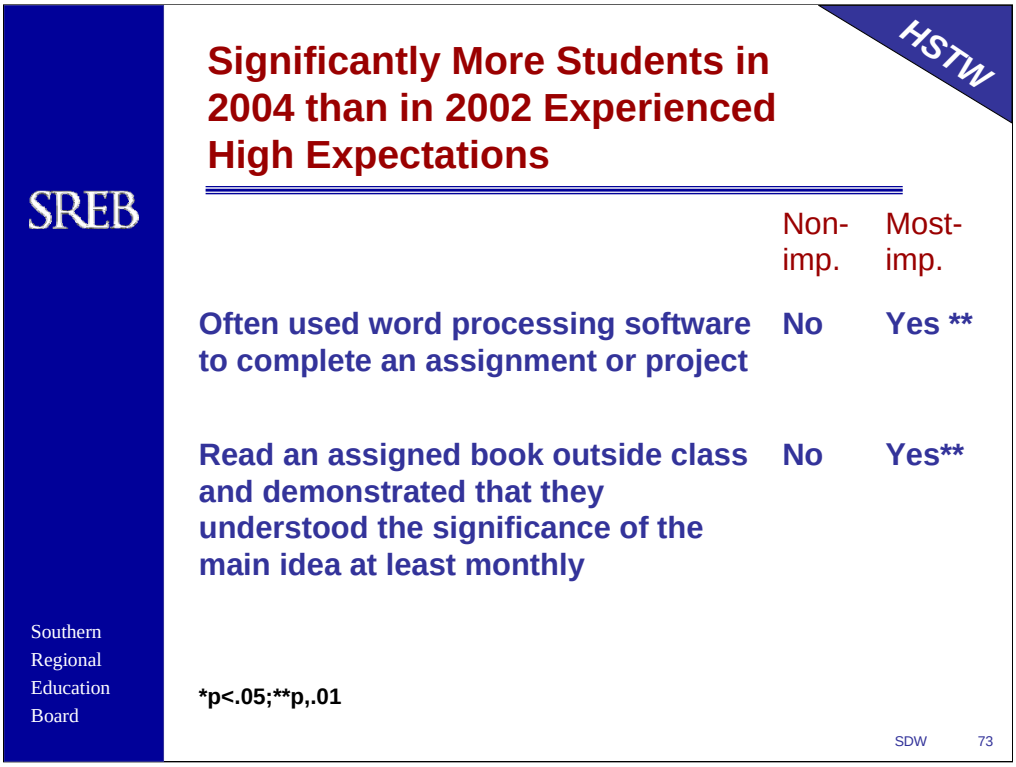

•No=there was no significant improvement in the percent of students between 2002 and 2004. In other words, the school didn't make any changes at all.

•Yes=there was a significant change

- •.01 level=probability 1 time out of 100 that this could be due to chance (.05 level = 5 times out of 100 that this could be by chance)

**Ask them to consider this indicator in their school… how would their students respond to this statement?**

•Often revised their essays or other written work several times to improve their quality

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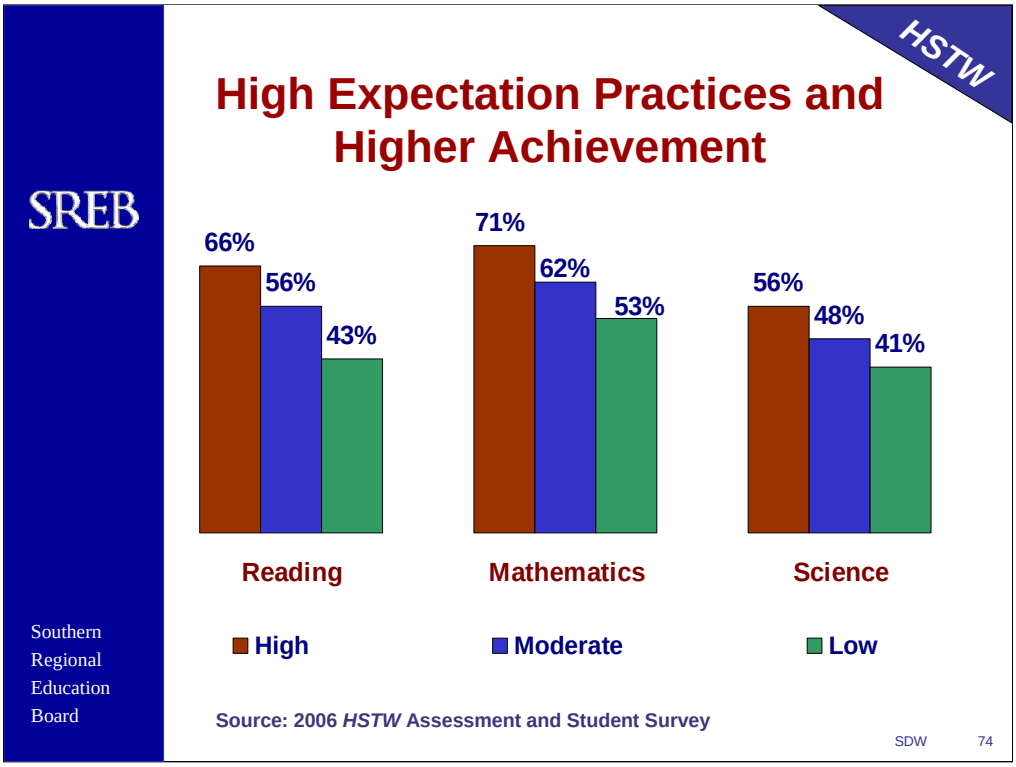
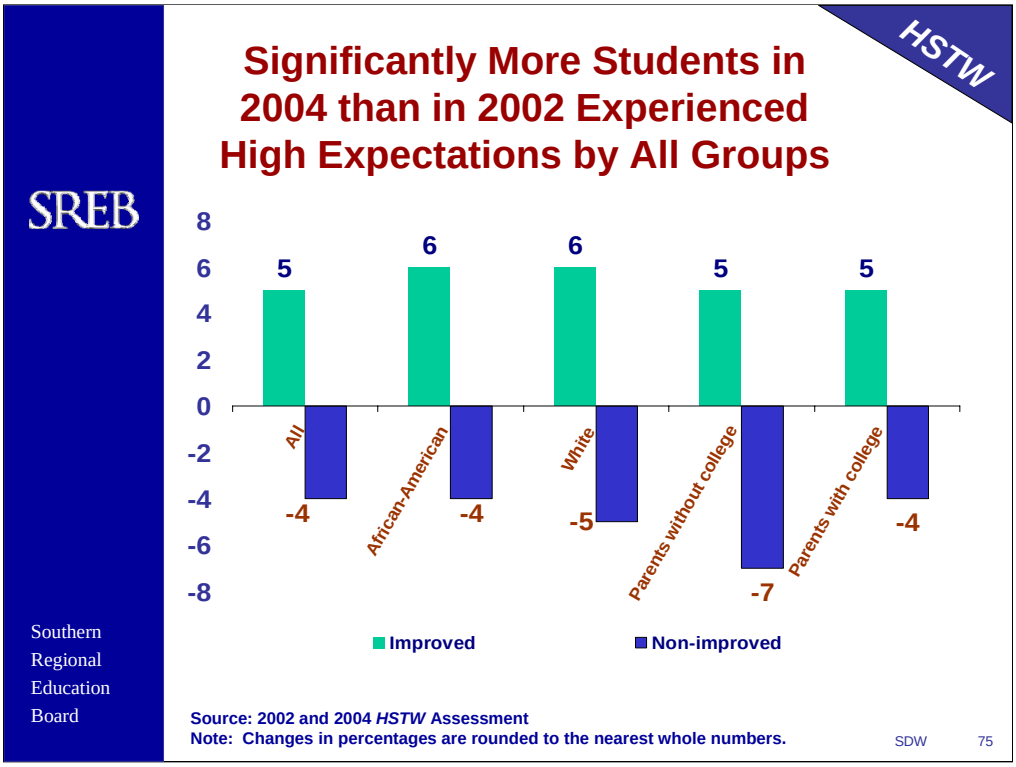



Being in a classroom with high expectations mean that students often experience four out of five high expectations indicators such as those described on the next two slides. When students report they are in classrooms with high expectations, 66% met the reading goal, 71% met the math goal, and 56% met the science goal.

Students who reported that they where in classrooms with moderately high expectations had experienced two to three of the researched based indicators such as those given on page 76 and 77. Those students 56% met the performance goal in reading, 62% in math, and 48% in science.

Out of those students who report to most of their classrooms the expectations were low, meaning that on the average none or only one of research based indicators, only 43% met the performance goal in reading, 53% in math, and 41% in science.

These differences on achievement based on being classroom with high expectations existed regardless of racial or ethnic backgrounds apparent on educational levels.




This bar chart shows that 6% more African American students experienced high expectations in improved sites. That is they frequently reported that the classrooms in which they are-enrolled in had they four of the five high expectations indicators.

On the other hand students in non-improved schools reported a 4% decline in expectations, in other words there is a 10% difference between ’02 and ‘ 04 in the percent of African American students between the improved and non improved schools.

For White students, that difference was 11%.

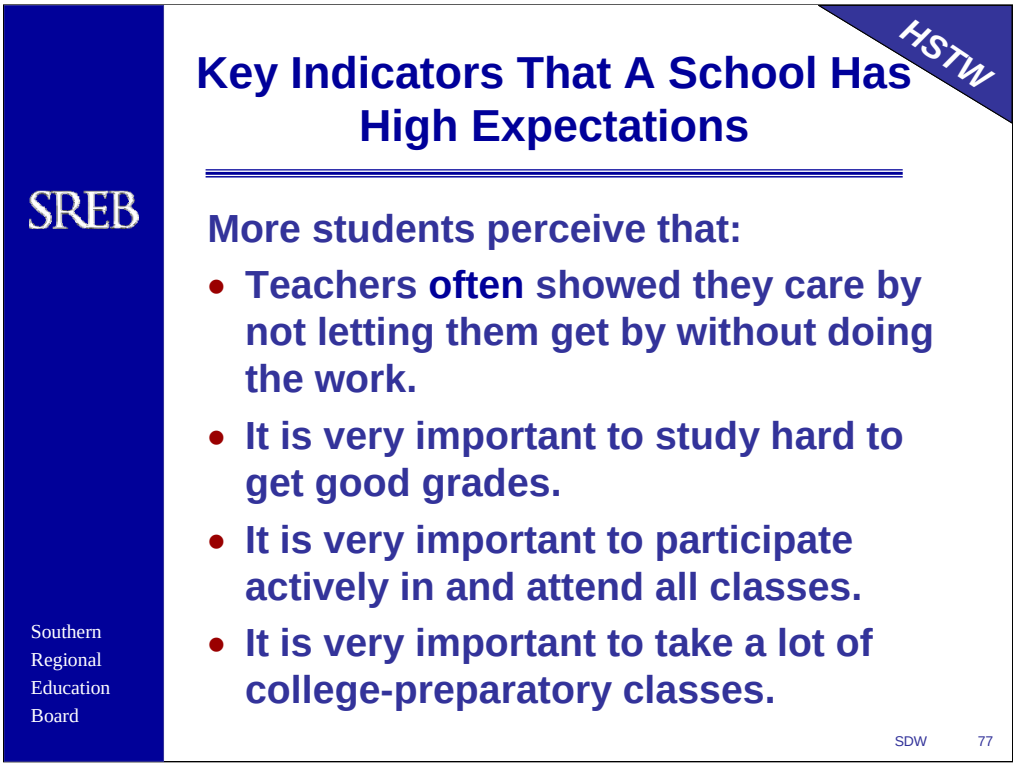
For students who had not gone beyond high school that difference was 12%.

10% can make an enormous difference in the tone of a school and on students who are experiencing high levels if expectations in classrooms.


Ask the question:

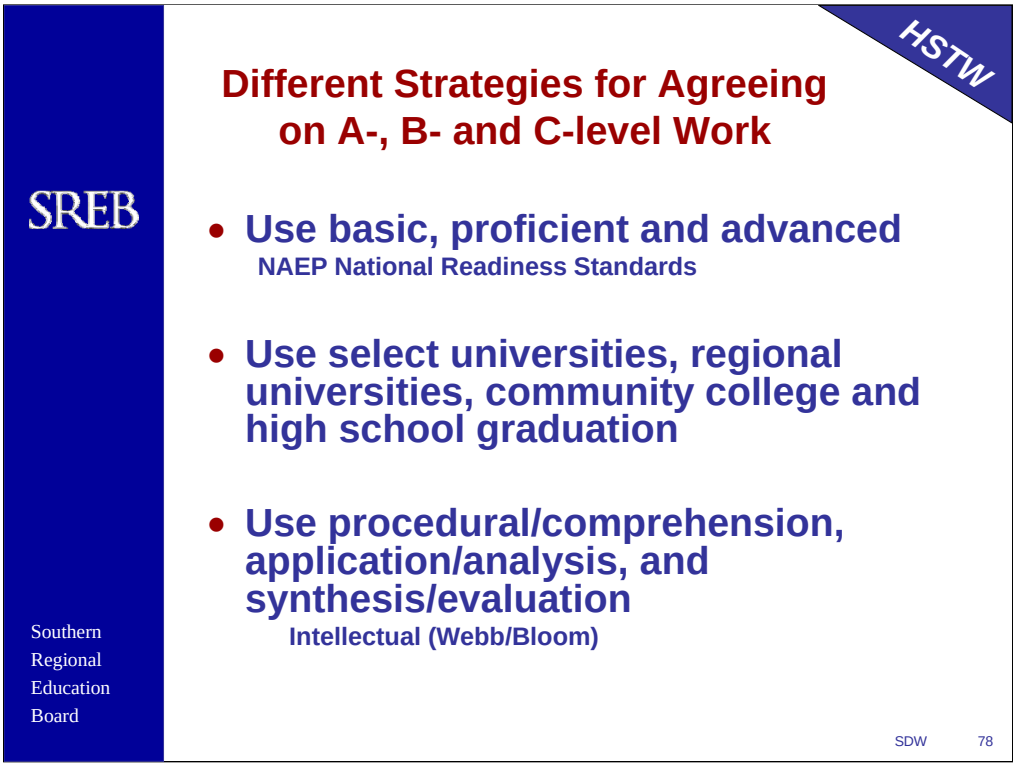
Estimate the percentage of students at your school who would say that they often try to do their best work or that they seldom or never fail to complete assignments.

Springdale HS in Arkansas shared in their 2005 HSTW annual conference presentation that they made a concerted effort among faculty to comment regularly to students, "You have done a good job with ___, but I think you can do better." Their overall goal was to encourage all students to do their best work.




Ask the audience:

What percent of your students would say that it is very important to study hard to get good grades or that it's very important to take a lot of college preparatory classes?




One way to raise expectations is to not accept student work below a "C" level. There are several resources you can use to agree as a faculty what "C" level work looks like:

Bullet 1. Refer to handouts—What is proficient in reading, math, and science?

- Encourage participants to use handouts in developing course syllabi, units, and lessons
- If you don't use the handouts refer to Bloom's taxonomy below

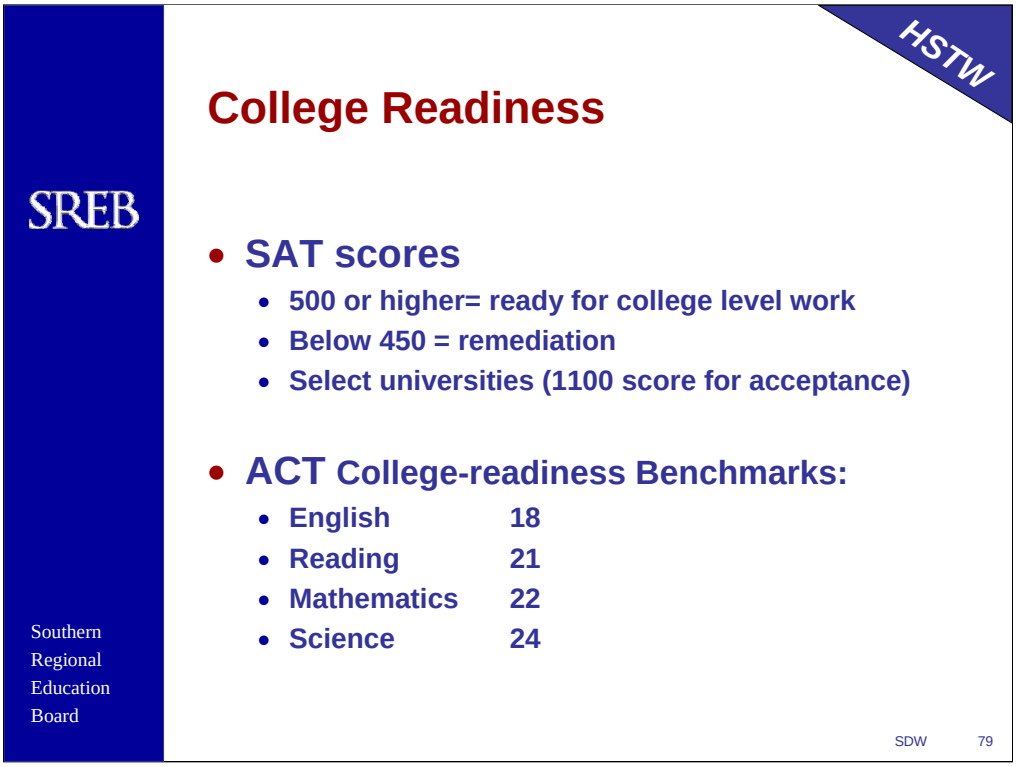
Bullet 2. What do you require students to know or be able to do to graduate from your high school?

- Specific courses?
- State assessment? Normally these exams are benchmarked at the 10th grade level.

Bullet 3. Bloom's taxonomy

- Basic: knowledge/comprehension
- Proficient: application/analysis
- Advanced: synthesis/evaluation

- The bottom line is that students will need to have a greater understanding and procedural knowledge to be ready for college than what is required by the state assessment. Faculties need to understand that passing the state assessment does not mean students are meeting college readiness standards in most states.




SAT scores:

•With scores at 500 or higher on the math and verbal, you will be accepted into most universities and community colleges without having to take remedial courses

•With scores below 450, students will likely be placed in remedial math and English

•Scores between 450 and 500, will depend a great deal on the institution the student attends.

•In select universities (and every state has a couple), will likely require SAT scores of 1100 for acceptance.

ACT scores:

•Meeting the benchmark means that students have a 75 percent chance of earning a C or better and a 50 percent chance of earning a B or better in college-related course.

•Students who do not meet the benchmarks will probably have to take remedial studies before taking college credit-bearing courses

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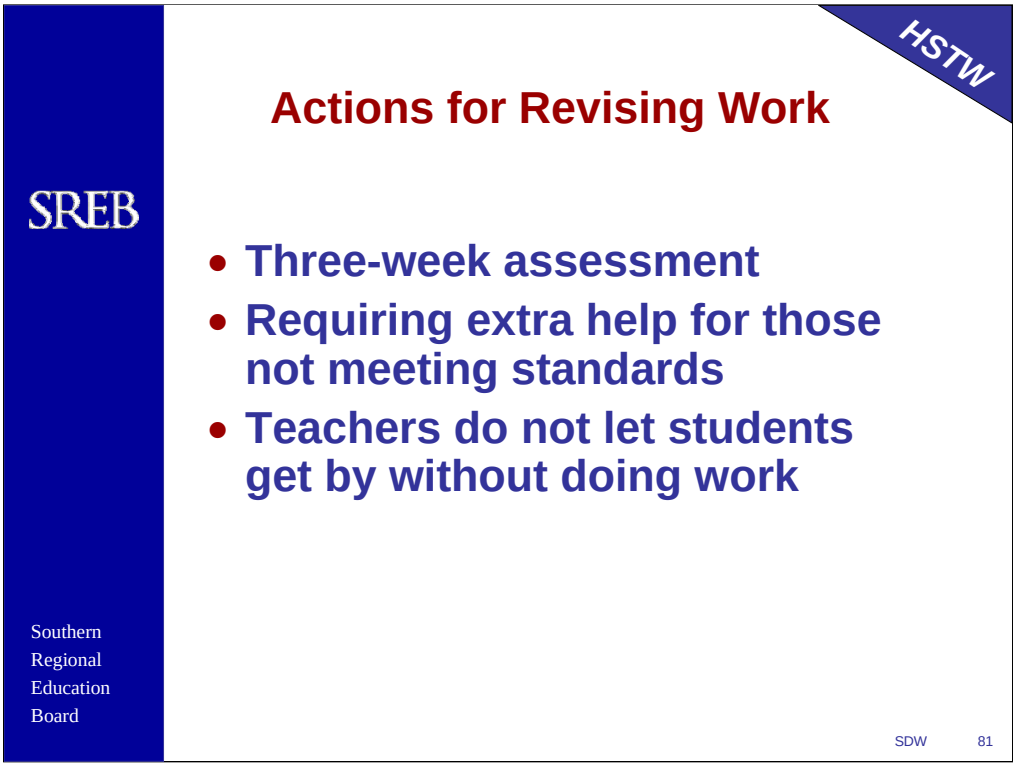
# Actions for Defining the Amount and Quality of Work Expected

- Benchmark assignments and assessment to proficient level/grade level
- Develop common course syllabi, rubrics and end-of-course exams
- A, B, C, Not-yet grading scale




•The first bullet:

•3-week assessment is important because research shows that it is important to assess student knowledge and skills every three weeks.

•Giving more frequent assessments helps schools identify students that need extra help.

•When students get more than 3 weeks behind, they are more likely to lose hope and eventually give up on you and the class.

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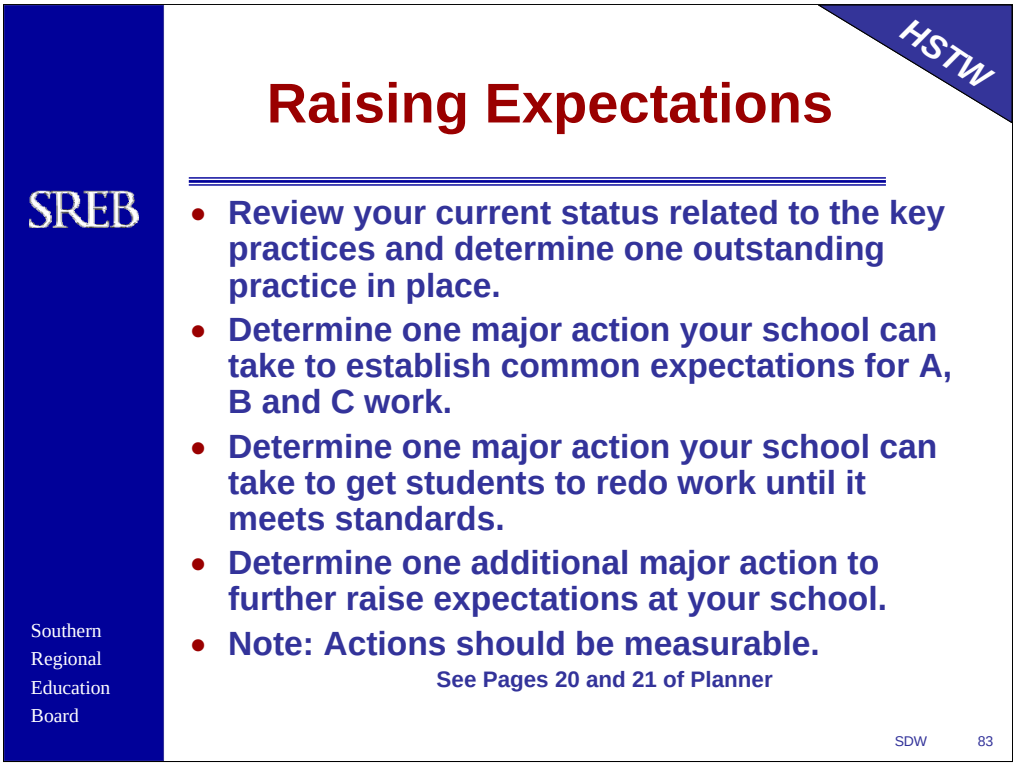
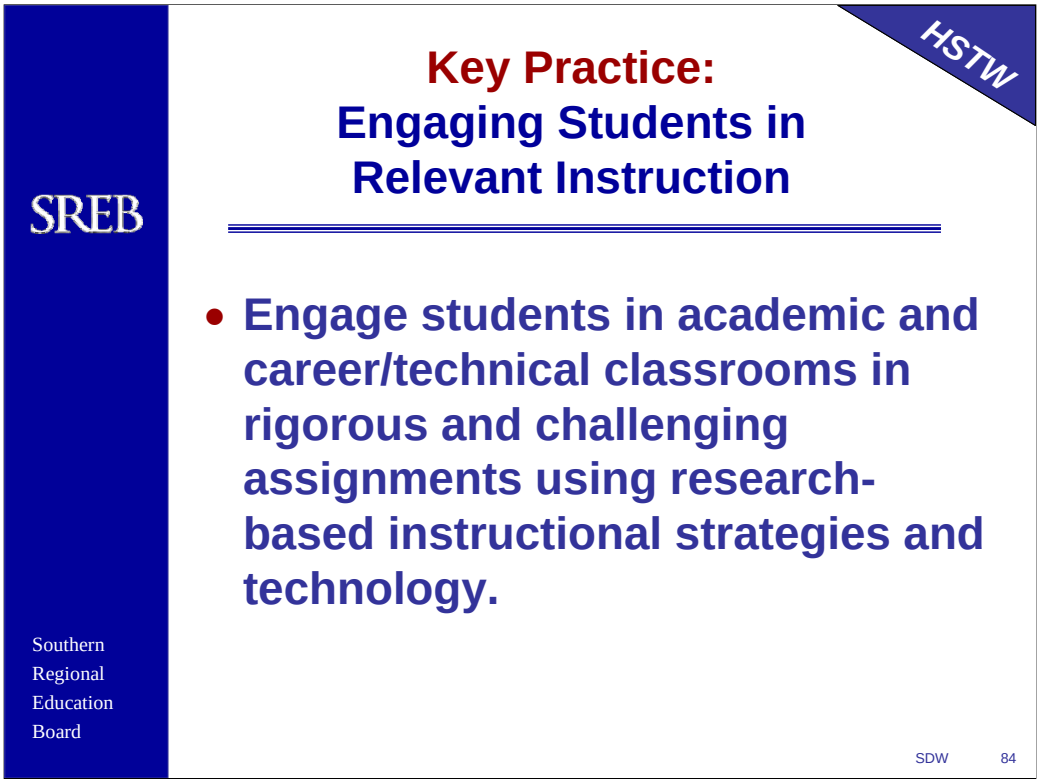
# Actions to Make Homework of Value

- Multiple formats for homework include short-term practice and long-term high level projects
- Study groups established so students can get support
- Homework crosses multiple curricular areas and students receive credit in each area
- Teachers communicate that homework is important
- School establishes and communicates a clear homework policy




For whole faculty workshops, have somebody from the school enter all actions in a computer during each present out. For school teams workshop, have a member of the team keep a master copy of the planner with actions listed.




■ Reading, mathematics and science are the tools for thinking and advancing learning in other disciplines – academic and technical.

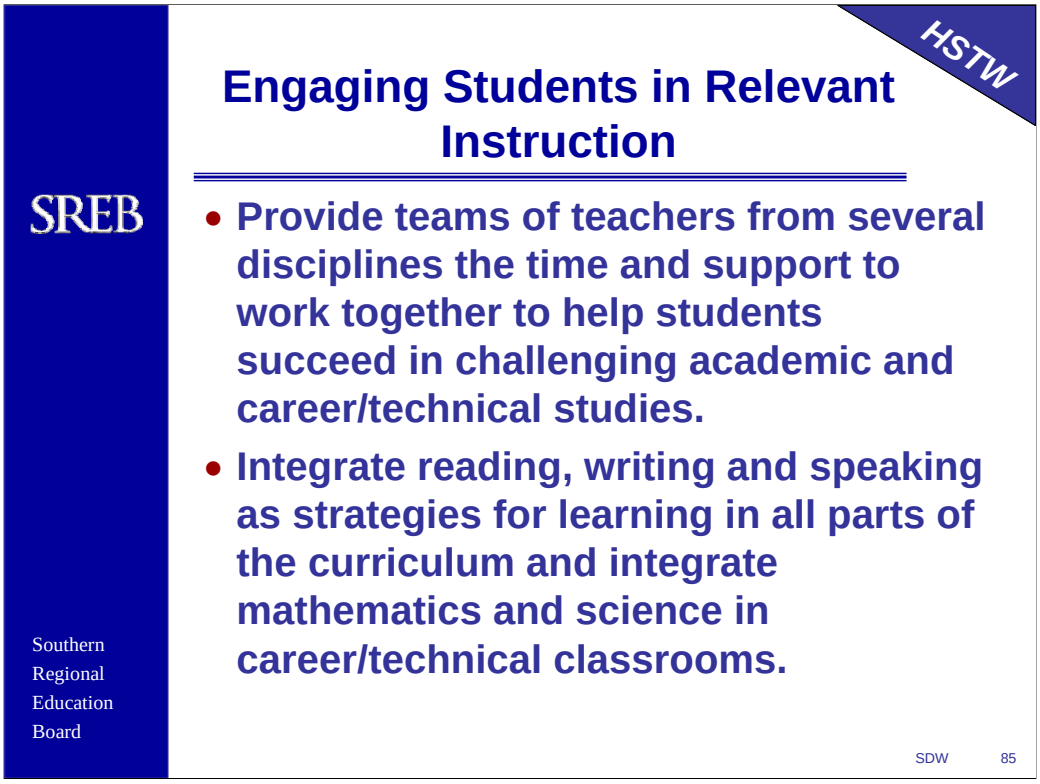
■Other studies have found that success in a global economy requires workers who are independent learners and can adapt to change.

■Research consistently shows that students' thoughtful use of calculators improves their mathematics achievement and attitudes toward mathematics.

■A meta-analysis found that using small groups of students to work on activities, problems and assignments can increase student achievement in mathematics.

■Scientific reasoning ability of students who have taken inquiry-based classrooms are significantly higher than students who are in text-book based science.

■Student-centered laboratory-based inquiry is associated with higher achievement over all and with more equal achievement among students with different demographic profiles. Other studies have found that active learning behavior are more effective in motivating students to learn science than traditional passive learning behaviors.

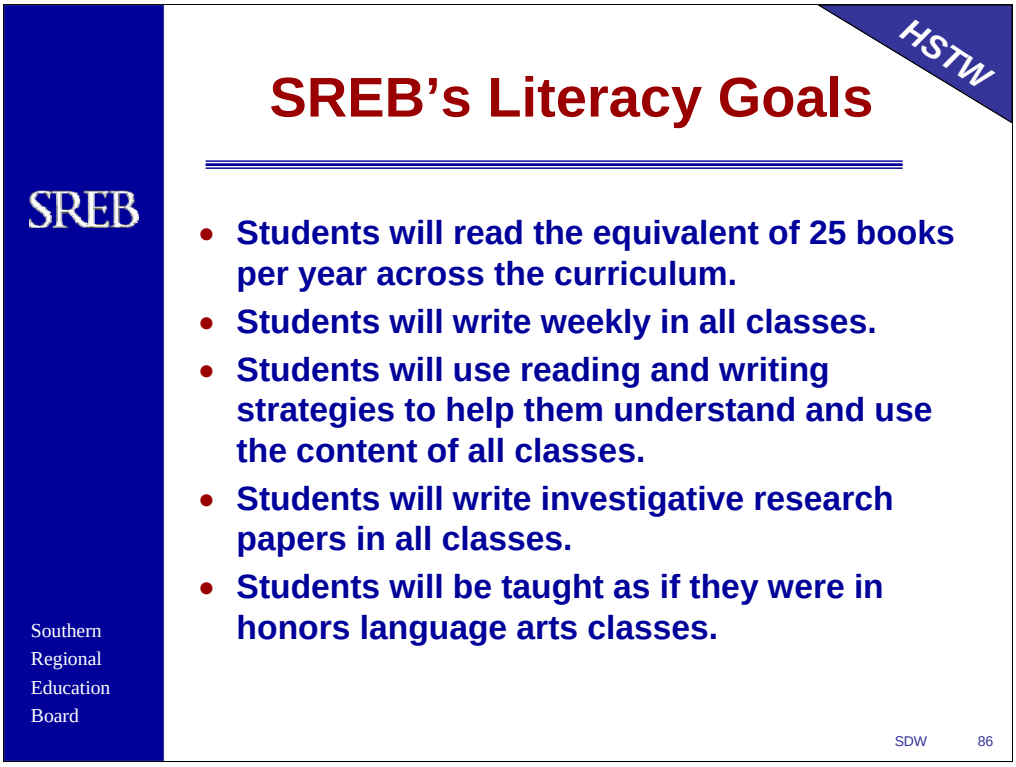



■High implementation schools have higher achievement, in part, because they have gone further than low-implementation schools in getting a cross-curriculum emphasis on using literacy, numeracy and science skills as ways to advance learning in other subjects.

■Several studies have found that weak literacy skills "reduces employment prospects and limits participation in society."

■Literacy is linked to individual's economic success.

■A 2000 study reported that the 25-fastest growing jobs today have much greater than average literacy demand, while the 20-25 fastest declining jobs have lower than average literacy demands.




•Have tables take 3-5 minutes and review the sections in the literacy guide that pertain to these five goals and discuss with team.

•Do the Math: Reading 25 Books Takes Only A Little Time

An average reading rate of 250 words per minute,

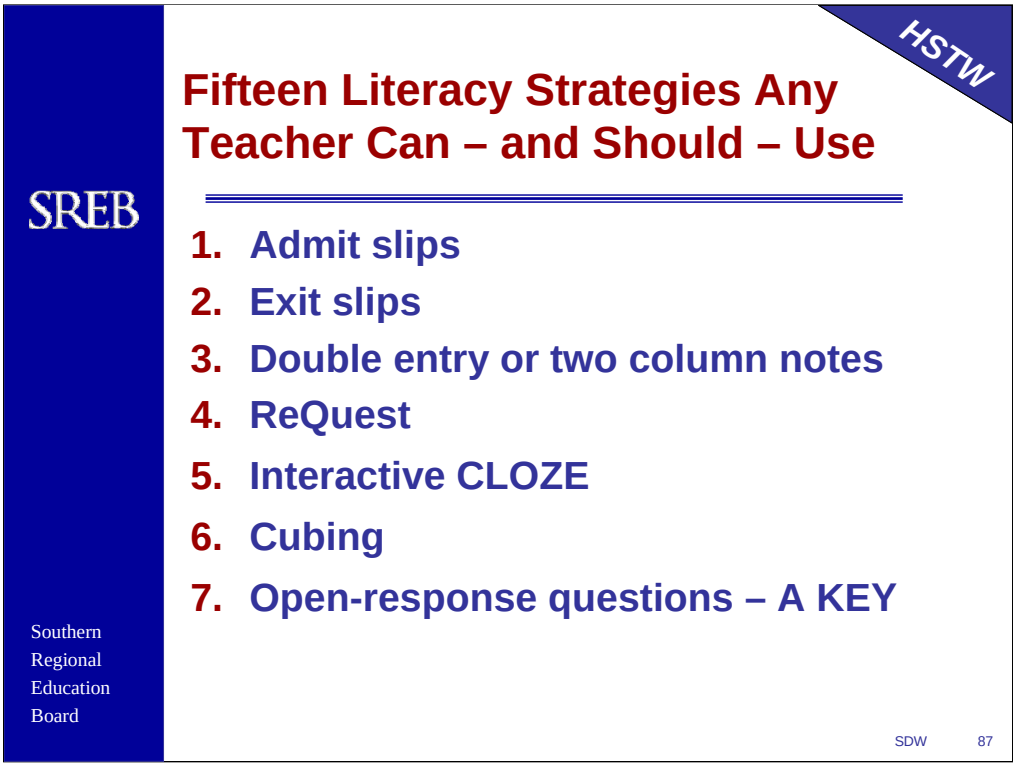
An average of 500 words per page,

An average of 100 pages per book (or equivalent),

An average of 175 actual days of school per year, and

If students do NO reading during the school day or when school is not in session:

**It takes less than 30 minutes per day outside school to reach the goal!**




If time permits, review each of these. If not, highlight a few.

OR

Ask audience if they are familiar with any of them and share how they use them in class.

**Admit slips –** Students bring to class a brief response to a question or prompt and give it to the teacher as an admission ticket. The admit slip is the springboard for the day's activities.

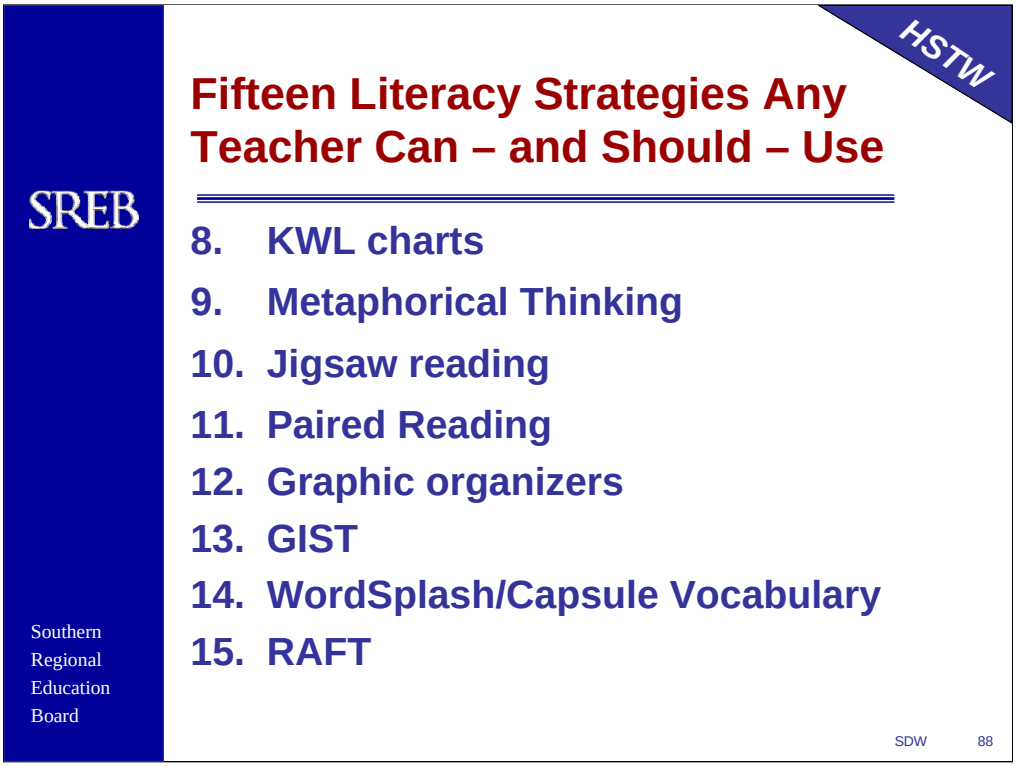
**Exit slips –** At the end of class, students respond briefly to a teacher prompt to bring closure to the class. Two common questions: What do you want to remember from today's lesson? and What question do you still need answered?

**Double entry or two column notes –** Also known as Cornell notes, this note-taking procedure involves students identifying main ideas and supporting details. The "big ideas" go on the left one-third of the page and supporting points go on the right two-thirds**.**

**ReQuest –** In this process, students read a common passage and then ask the teacher questions about the content. After all questions have been answered, students close the text and the teacher asks higher order questions on the same material.

**Interactive CLOZE –** The interactive Cloze procedure is used to guide note-taking. The teacher provides notes with blanks left for key vocabulary. Students read or listen to determine which words go into the blanks.

**Cubing –**This strategy allows students to explore a topic from six different points of view: describe it, compare it, associate it, analyze it, apply it and argue for or against it. An actual




**KWL charts –** These simple graphic organizers are used for before-, during- and after-reading to help students tap into prior knowledge, set a purpose for reading and collect information. The three columns are labeled "Know," "Want to Know" and "Learned**."**

**Metaphorical Thinking –** In this strategy, students are asked to compare what they read to real life or another text through creating a sentence with a metaphor or simile.

**Jigsaw reading –** Participants in this process divide up the responsibility for reading a text. Each person becomes the "expert" on a section, then teaches that section to the group.

**Paired Reading –**After two students read the same passage, one student summarizes the passage to the other. The listener adds additional ideas or clarifies points. Both students then refer to the text to clarify any misunderstandings or identify essential points.

**Graphic organizers –** Also known as semantic maps, these structures allow students to visualize the organizational pattern of text. They serve as a pattern to collect information, such as cause and effect, timeline or plot map.

**GIST –** In this summarizing strategy, students write a 20-word summary for a short passage. Another passage is added and students must revise the original summary to include the new information. The process continues until the entire passage is summarized in a single 20-word sentence.

**WordSplash/Capsule Vocabulary –** In a pre-reading strategy, the teacher identifies key words or phrases from a text. Students see only those words displayed (on cards, a sheet or overhead) and create predictions for the meanings. Reading will confirm predictions.

**RAFT –** An organizer for writing, students use the RAFT acronym to identify their role, audience, format and topic.

HSTW

# Key Indicators for Literacy

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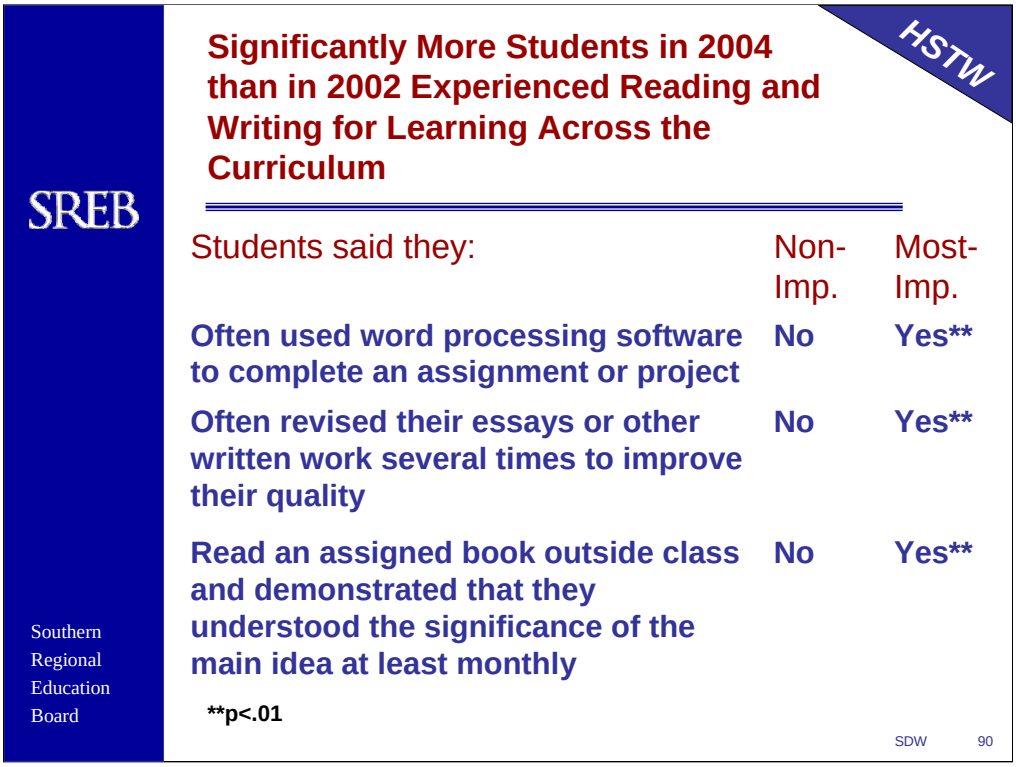
**Students:**

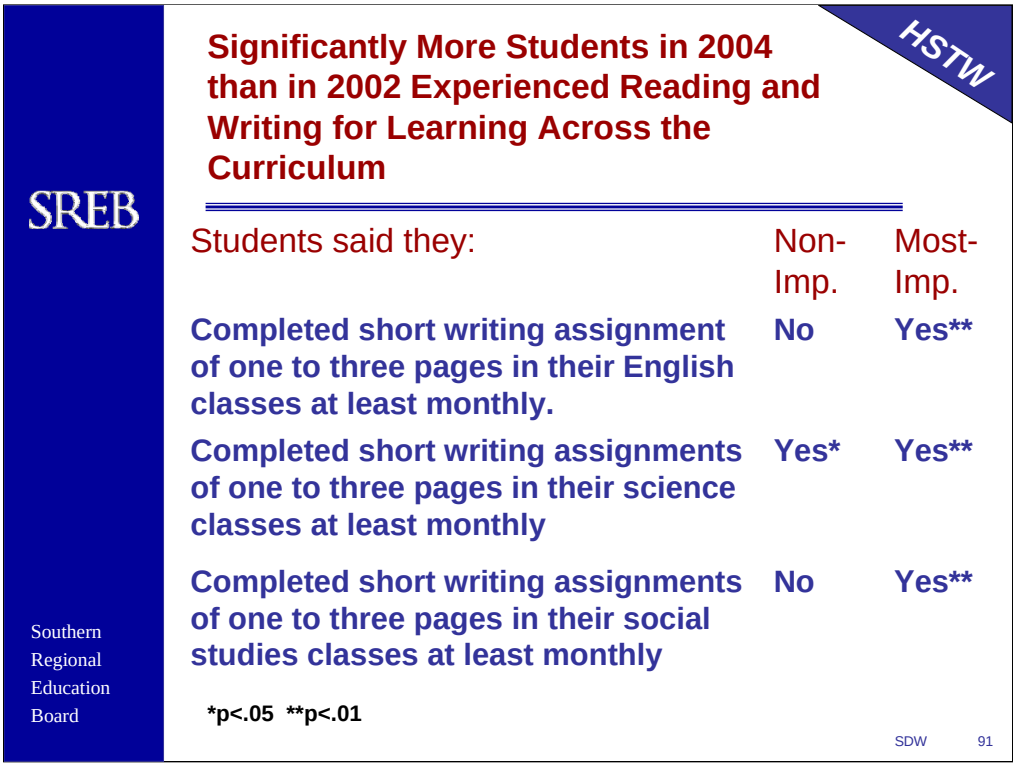
- **Often** used word-processing software to complete an assignment or project
- **Often** revised their essays or other written work several times to improve their quality
- **Sometimes or often** were asked to write in-depth explanations about a class project or activity
- Discussed or debated with other students each about what they read in English or language arts classes **at least each month**
- Read and interpreted technical books or manuals **at least weekly** to complete assignments in CTE areas (CTE Students only)

SDW 89




•In 2004, significantly more students in the most-improved schools read an assigned book outside of class and demonstrated that they understood the significance of the main idea at least monthly.

•At the non-improved schools there was no significant difference in the percent of students in ’04 vs. ’02 reporting they had this experience.




•Significantly more students in ’04 than ’02 at the most improved sites completed short writing assignments of one to three pages in their science classes at least monthly.

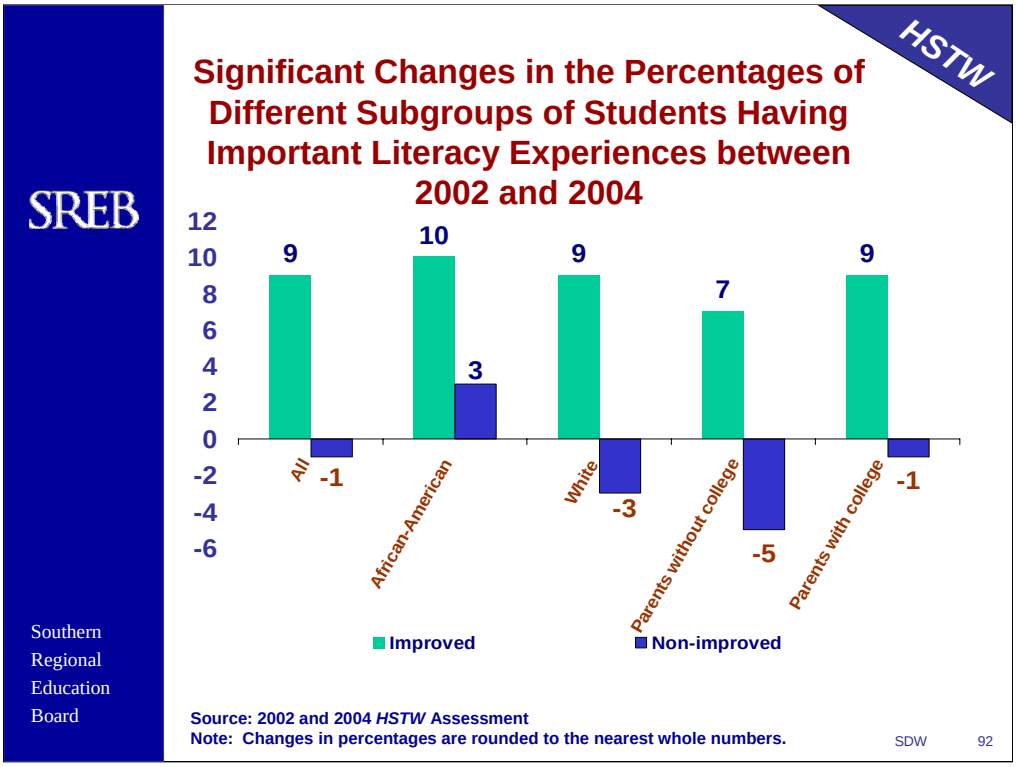
•This is a time to note, that students at the non-improved sites also a significant more completes such writing assignments in their science classes as well”.

•However, remember students in the non-improved sites had not been enrolled in higher level science content.

•But almost 15% more students had been enrolled in higher level science courses at the most improved school.

•The lesson to draw from this is that moving students to the courses that have more challenging content, engaging with in effective instructional strategies results in significantly higher achievement.

•Using good instructional methods with low expectations and low level content does little to advance achievement.

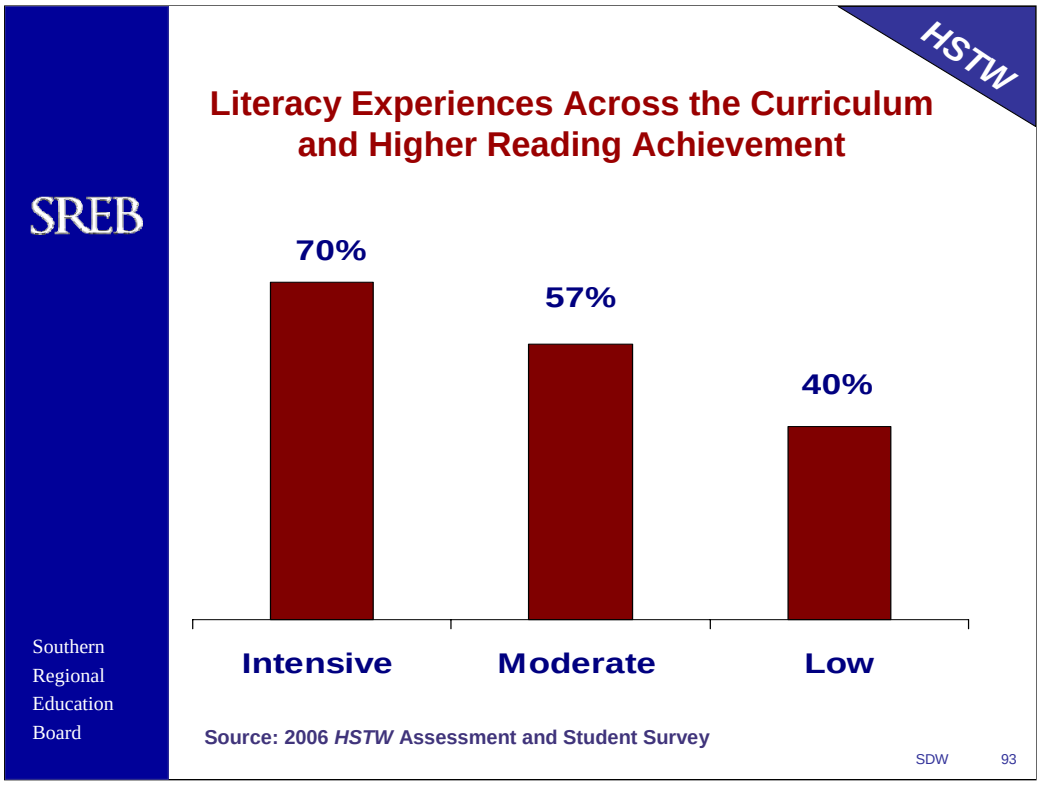



•In improved sites, 10% more of African American students in ’04 than ’02 experienced intensive opportunities to read and write for learning across the curriculum compared to only 3% of African American students from non-improved schools.

•For students who’s parent has not gone beyond high school, 7% more students in ’04 than in ’02 experienced intensive efforts to read and write across the curriculum in contrast in non-improved schools 5% more students did not have these experiences in ’04 than in ’02.

•Engaging students in the language of the courses they are studying through writing, reading, speaking, listening, and investigation increases student achievement.

•Using the literacy tools effectively advances student achievement.



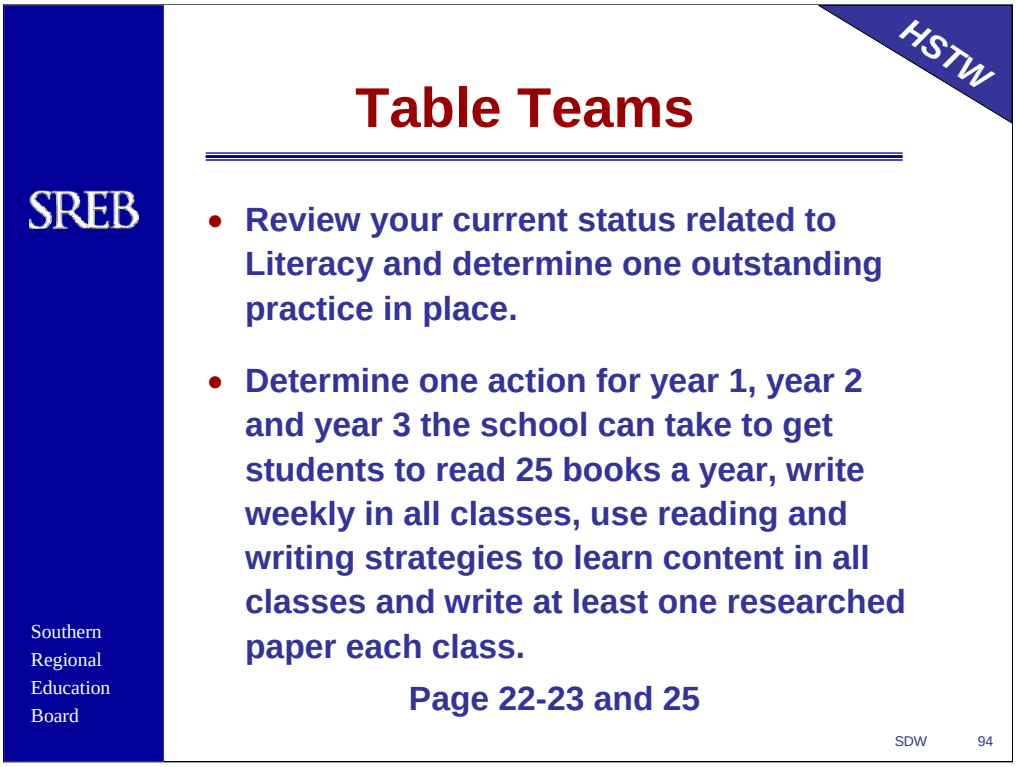

| | | |
|---|---|---|
| Low 40% | moderate 57% | intensive 70% |
| Low 0-3 | moderate 4-6 | intensive 7-10 |

Students' reading achievement in both middle grades and high school is impacted by the intensity of the literacy practices they have experienced across the curriculum.

Seventy percent of the students in 2006 met the *HSTW* performance goals in reading who had intensive literacy experience across all classes.

Fifty-seven percent met the performance goals in reading who had moderate experiences.

Only 40 percent of the students met the reading goals with low literacy experiences.




The next section in the planner (pages 22-25 will be broken down and assigned in a few minutes. **If you are a social studies, English and business teacher, make a note of the pages you are to complete here for Literacy**. You will be given time to work on this in a few minutes.)

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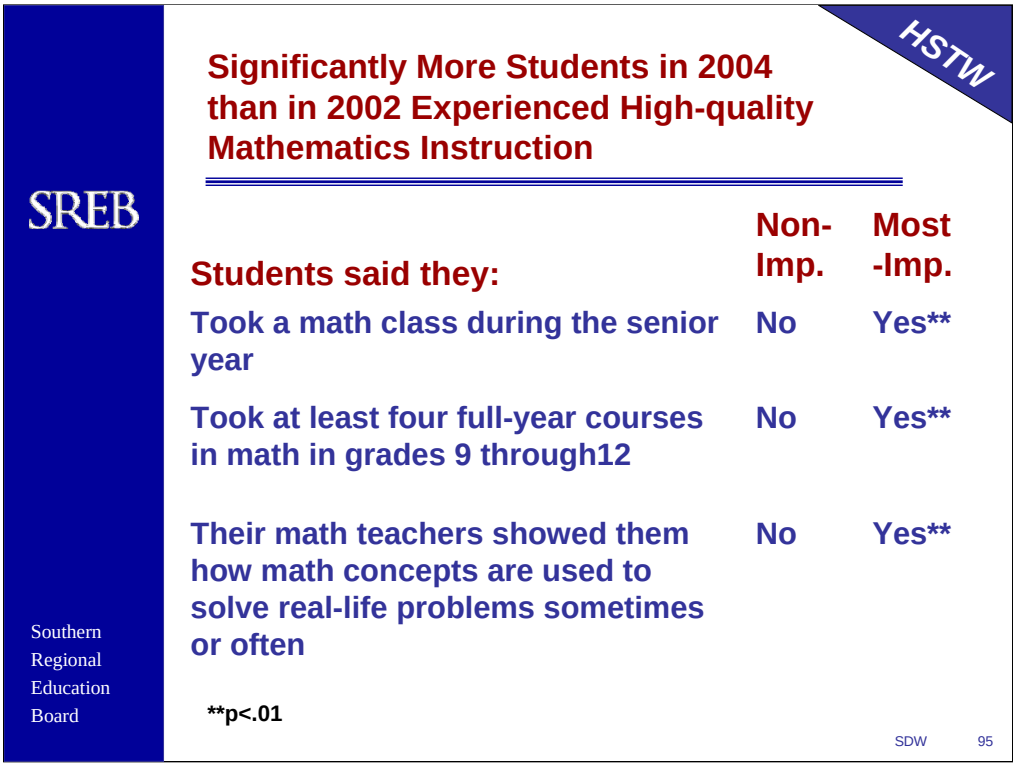
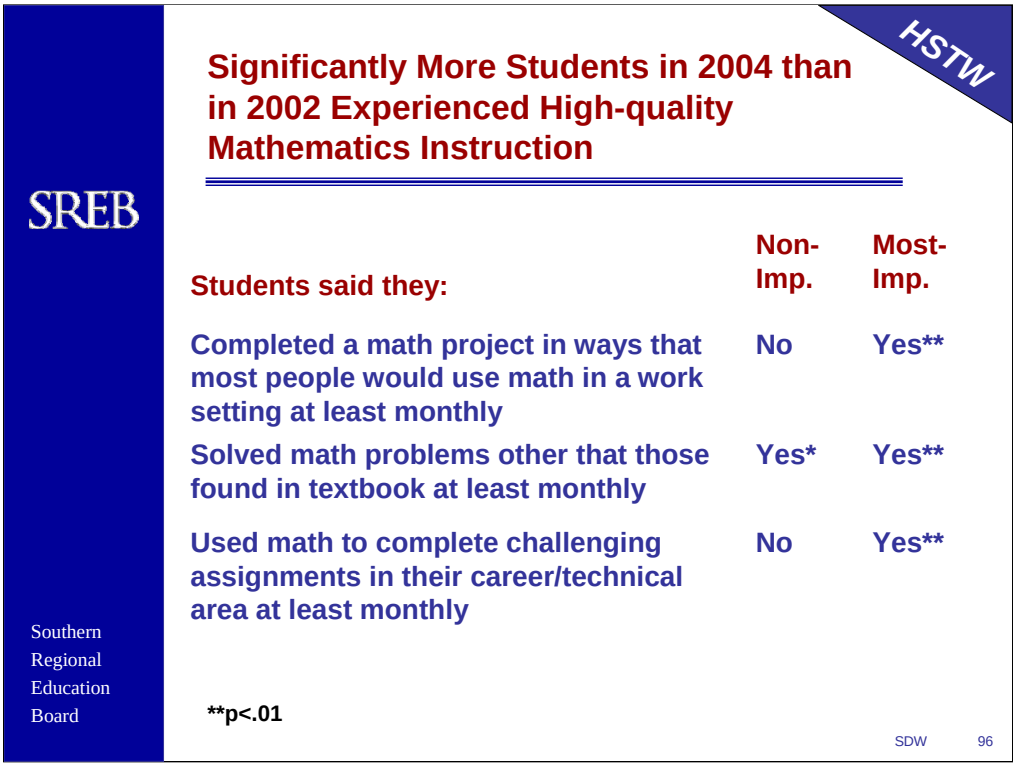



•More students in 2004 than in 2002, at the most improved schools, had teachers who sometimes or often showed them how math concepts are used to solve real life problems.

•In contrast, for students at the non-improved schools, there was not a significant change in the percent of students who had this learning experience.

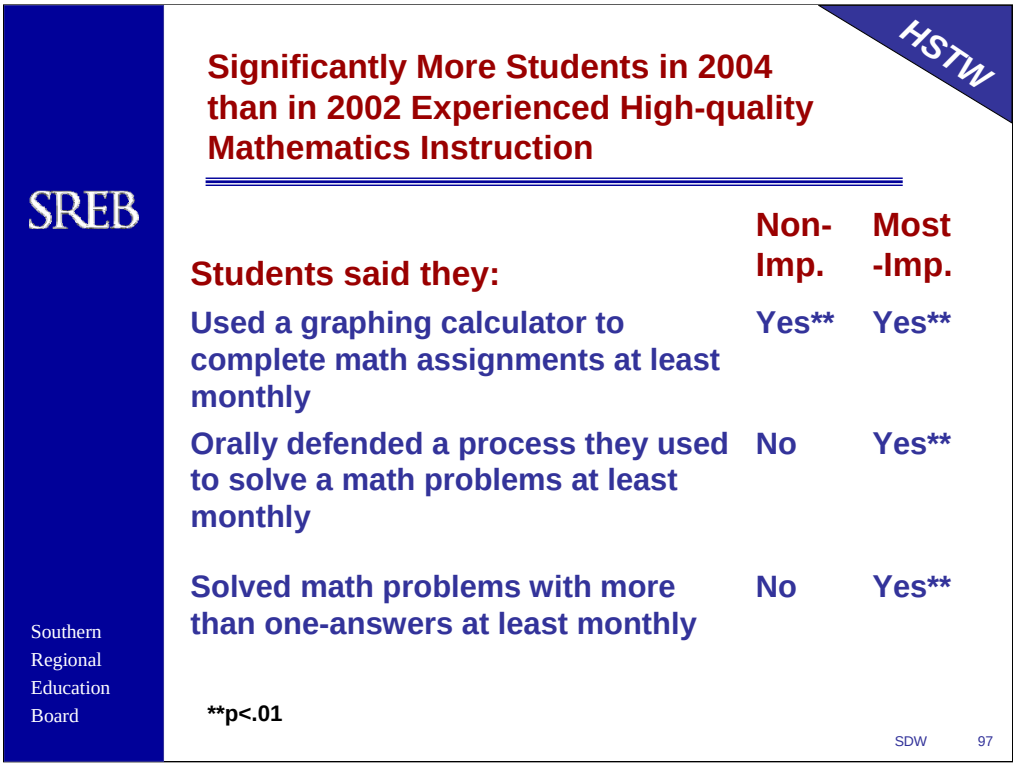
•When teachers take the responsibility to change the way that they are teaching and use proven methods you begin to see growth in student learning.




•Significantly more students at the most improved schools in 2004 than in 2002 completed a math project in ways that most people would use math in a work setting at least monthly.

•In contrast, there was not an increase in the percent of students with this experience from non-improved schools.

•Students who have to use math to solve authentic real world problems do have higher achievement, better understanding, and seem to retain their knowledge longer.



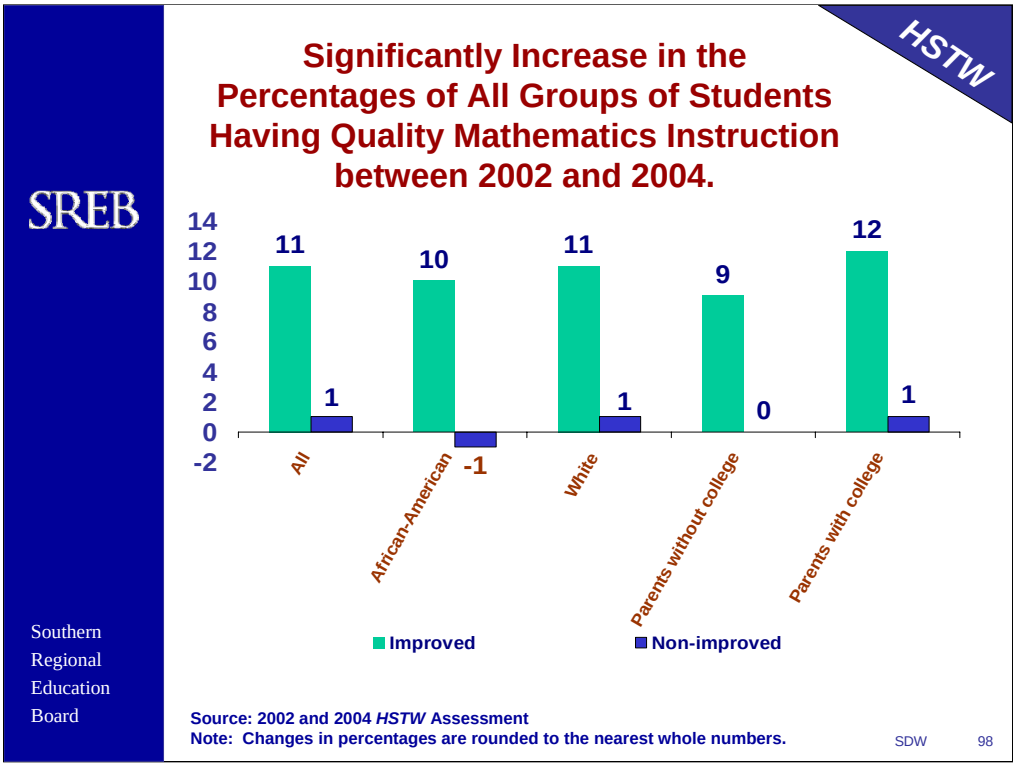

•Significantly more students at most improved schools have to explain orally a process they used to solve a math problem at least monthly

•In contrast, there was not an increase in the students that had this experience in non-improved sites.

•Both groups of schools have significantly more students who use a graphing calculator to complete math assignments at least monthly.

•However, the case in most improved schools was that they were using there calculator to solve more complex problems in higher level courses.

•Using the calculator to do low level math seems to not do much to advance one's achievement.

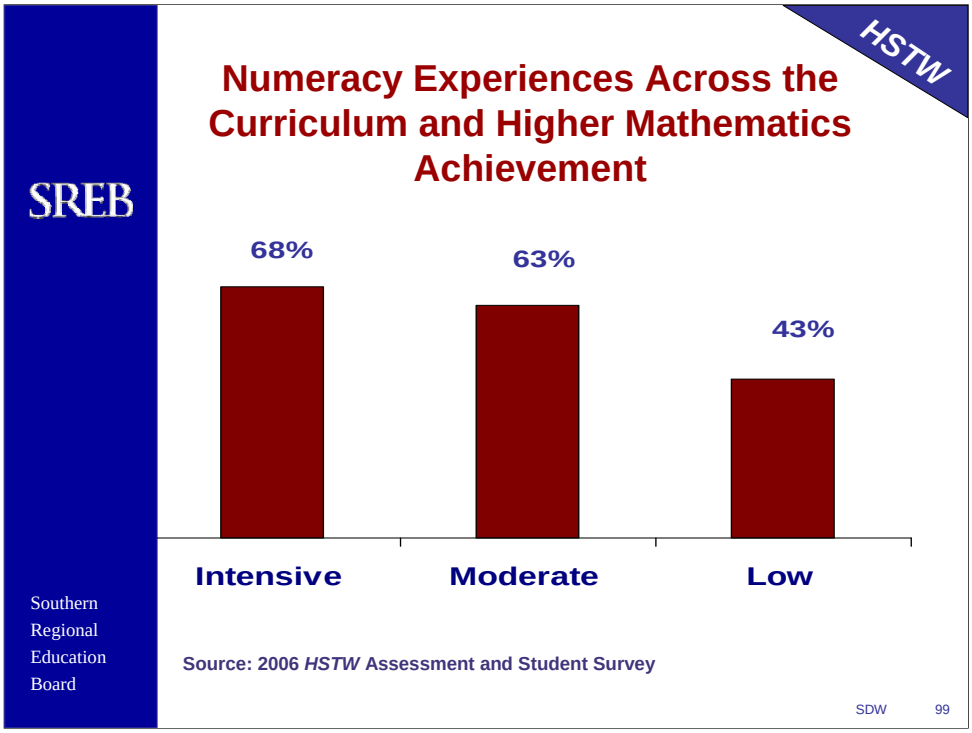



•In 2004, 10% more African American students are in classrooms that have high quality math instruction in most improved schools than in 2002.

•At the same time, 1% fewer African American students were in classrooms with high quality math instruction at non-improved schools in 2004.

•The message of this slide is quite clear, if you change how you teach, you can change the achievement of students.

•It's not only about what you teach, but a matter of combining higher-level content with proven teaching methods to get advances in achievement.

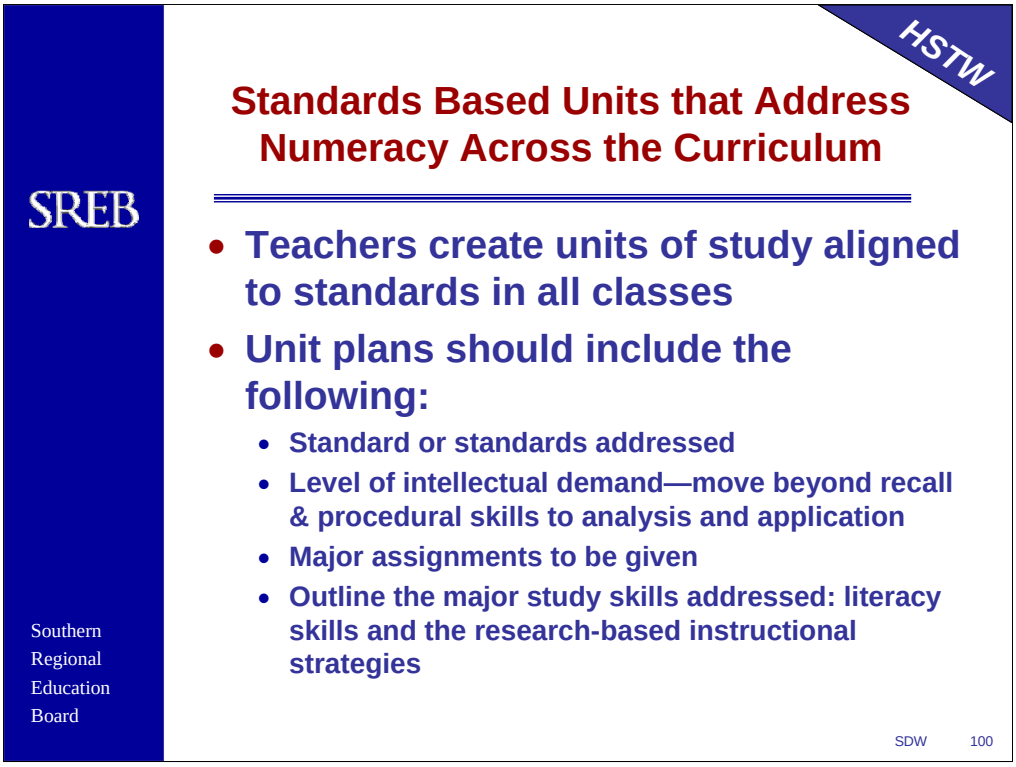



| | | |
|---|---|---|
| Intensive 68% | Moderate 63% | Low 43% |
| (8-11) Intensive | (4-7) Moderate | (0-3) Low |

Sixty-eight percent of the students met the *HSTW* math performance goal who experienced intensive numeracy experiences across the curriculum.

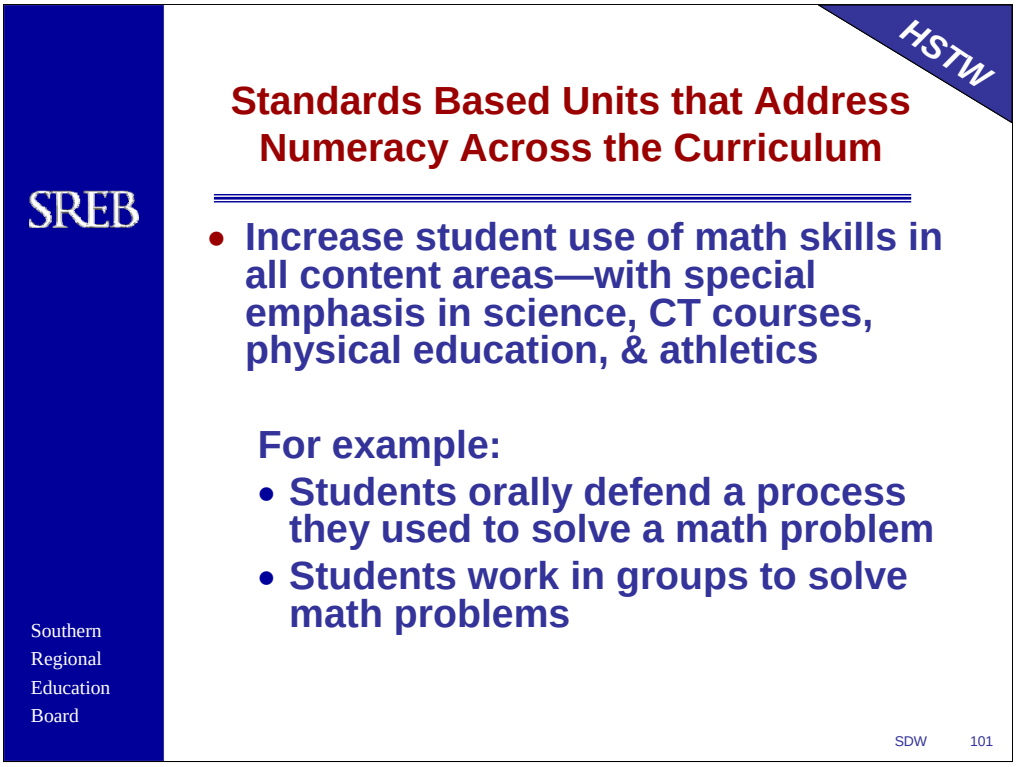
Sixty-three percent met the math goal who had moderate numeracy experiences across the curriculum.

Only 43 percent of these students met the performance goals who reported having very low numeracy experiences.

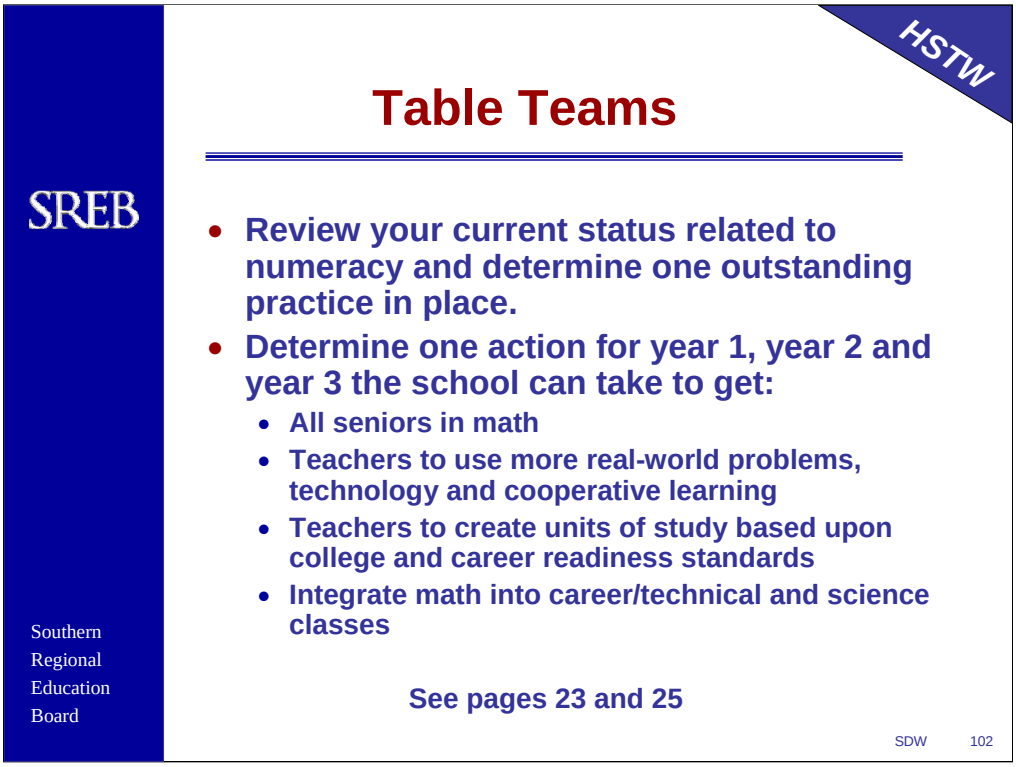



Refer to the unit planning template in their materials packet. Assign a curriculum person to review this material for homework.

The unit plan template includes elements necessary for comprehensive instructional plans.




Math, science and CTE teachers work together to better align and integrate mathematics concepts and skills into assignments in science and career/technical classrooms.




The next section in the planner (pages 23 and 25 will be broken down and assigned in a few minutes. **If you are a math, science and CT teacher, make a note of the pages you are to complete here for Numeracy**. You will be given time to work on this in a few minutes.

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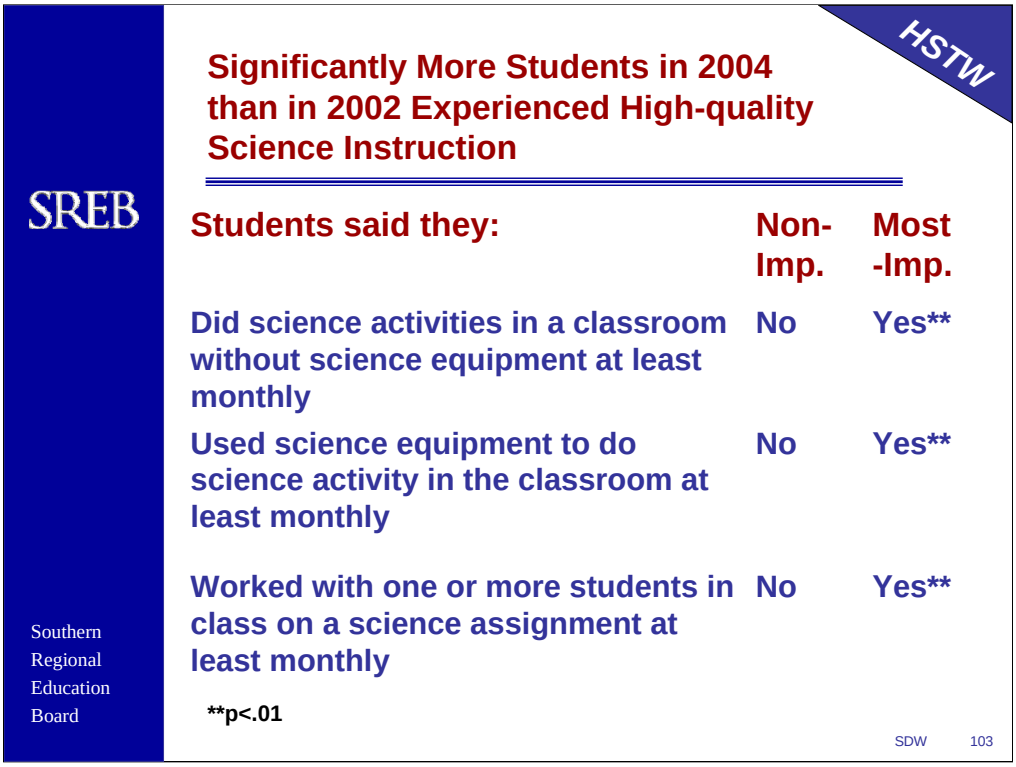
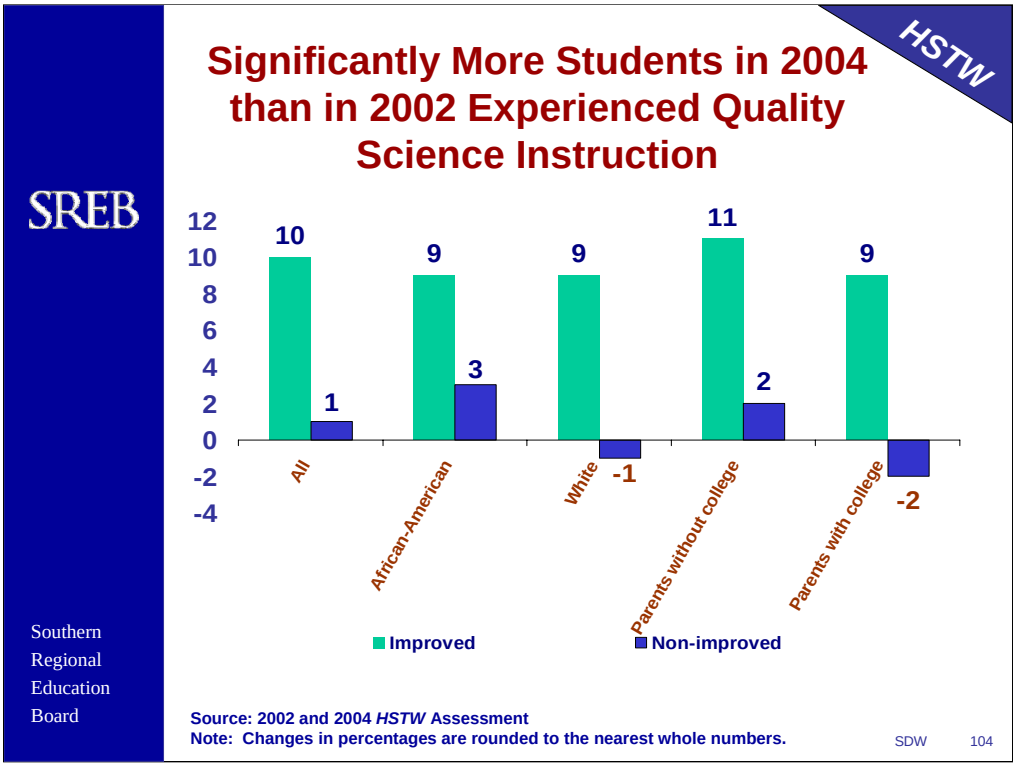



•Significantly more students in 2004 than in 2002 said that they used science equipment for activities in science class at least monthly in improved sites than non-improved sites.

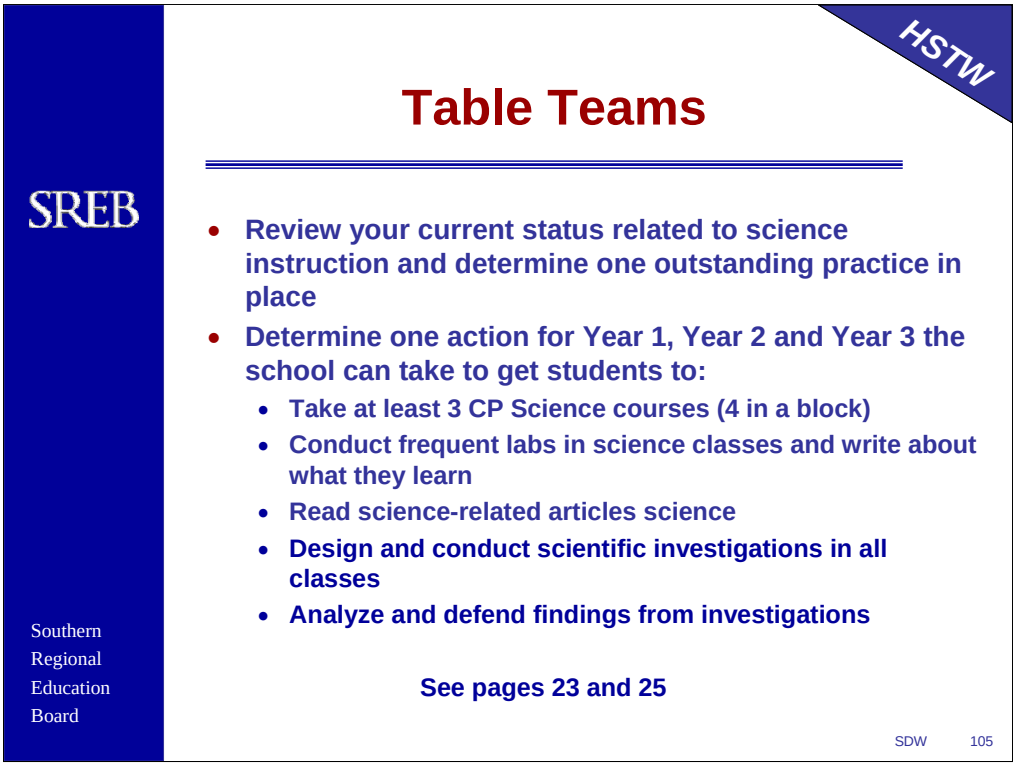



•If we look at the quality of science instruction in 2002 for students whose parents have not gone beyond high school, we see that in the most-improved sites 11% more students in 2004 said they were experiencing quality science instruction.

•At low implementation schools only 2% more students experienced it.

•How teachers teach science greatly impacts student achievement.

•Students who are enrolled in higher level science courses and are involved in doing science investigative reports--reading about science and writing up their reports—have significantly higher achievement.




The next section in the planner (pages 23 and 25 will be broken down and assigned in a few minutes. **If you are a math, science and CT teacher, make a note of the pages you are to complete here for Science**. You will be given time to work on this in a few minutes.

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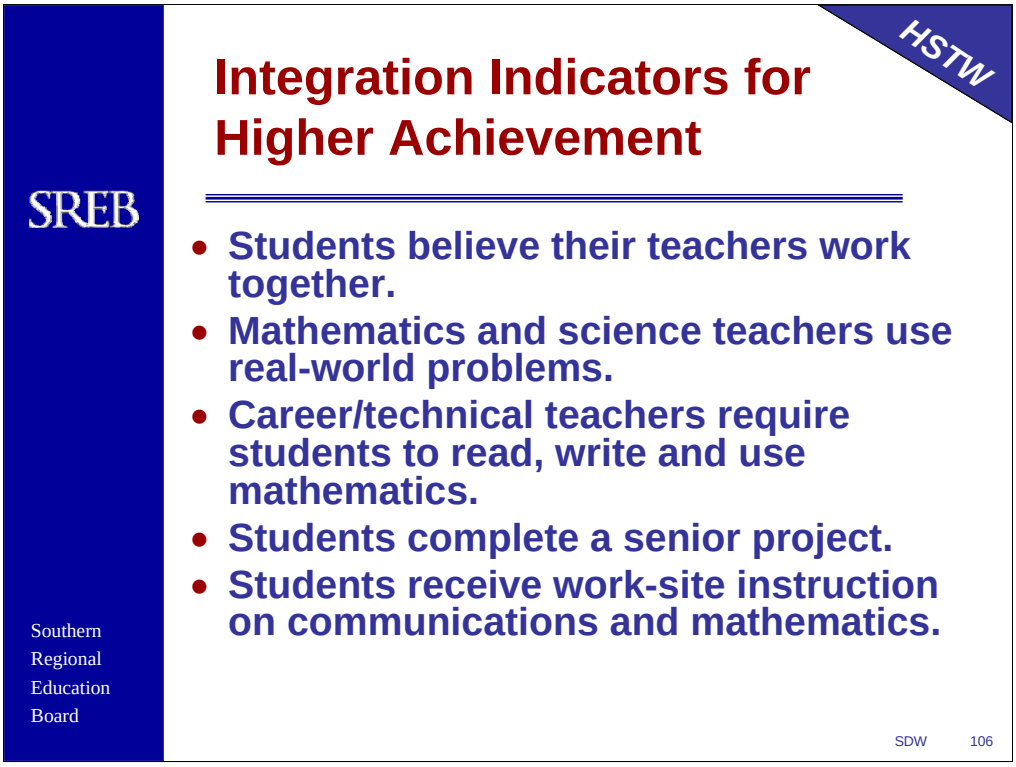



•It is important that students perceive that their academic and career/technical teachers are working together to improve their skills.

•Mathematics and science teachers often use real-world problems in teaching mathematics and science concepts to improve student achievement and retention of academic materials.

•Career/technical teachers who often give assignments (daily or weekly) that require students to read technical materials, interpret and compile information and use math to complete an assigned project have higher-achieving students.

•Students who are required to complete a senior project that requires a research paper, the completion of a project or a product and giving an oral presentation with the theme of that project being embedded in their career/technical studies do have slightly higher achievement.

•Students who are shown how to use communications and math skills at their worksite is an important way to integrate academic content into their career/technical studies.

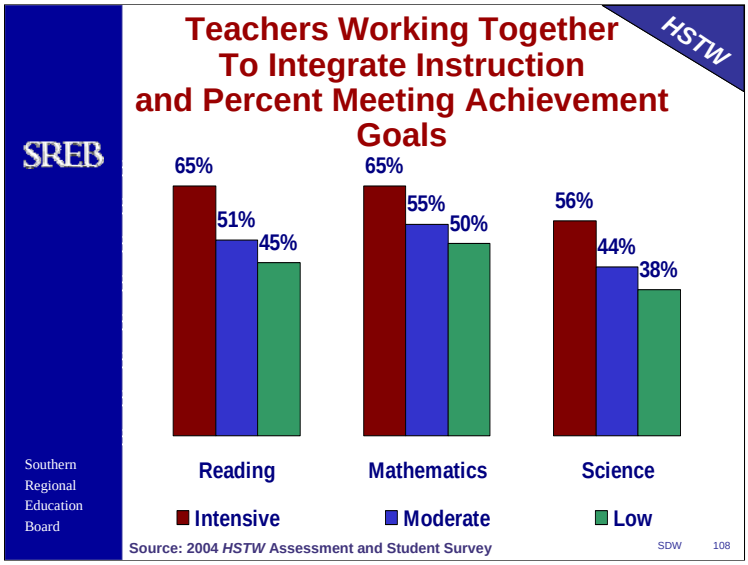
•Where academic and career/technical teachers can work together to plan quality integrated learning experiences, it will increase student motivation and achievement.


•Refer to SREB publication, ***"Instructional Strategies: How Teachers Teach Matters"***

•Project-based learning:

- •Should be connected to the major course standards/goals
- •Can be short- or long-term projects
- •Provide a vehicle for integrating and teaching important content in the context of authentic career activities.
- •An avenue for cooperative learning that students will experience in the workplace
- •Students get more excited when they have some choice in the topic and see the connection across courses

Example—Students in a North Carolina food science class teamed up to learn and publicize information about the metal residue that various types of cookware leave in food. Students prepared omelets in a variety of cookware. Students gathered samples of the omelets and other foods and took them to the chemistry lab at the University of North Carolina at Charlotte for analysis. Test results and information about the project were reported in the school newspaper.

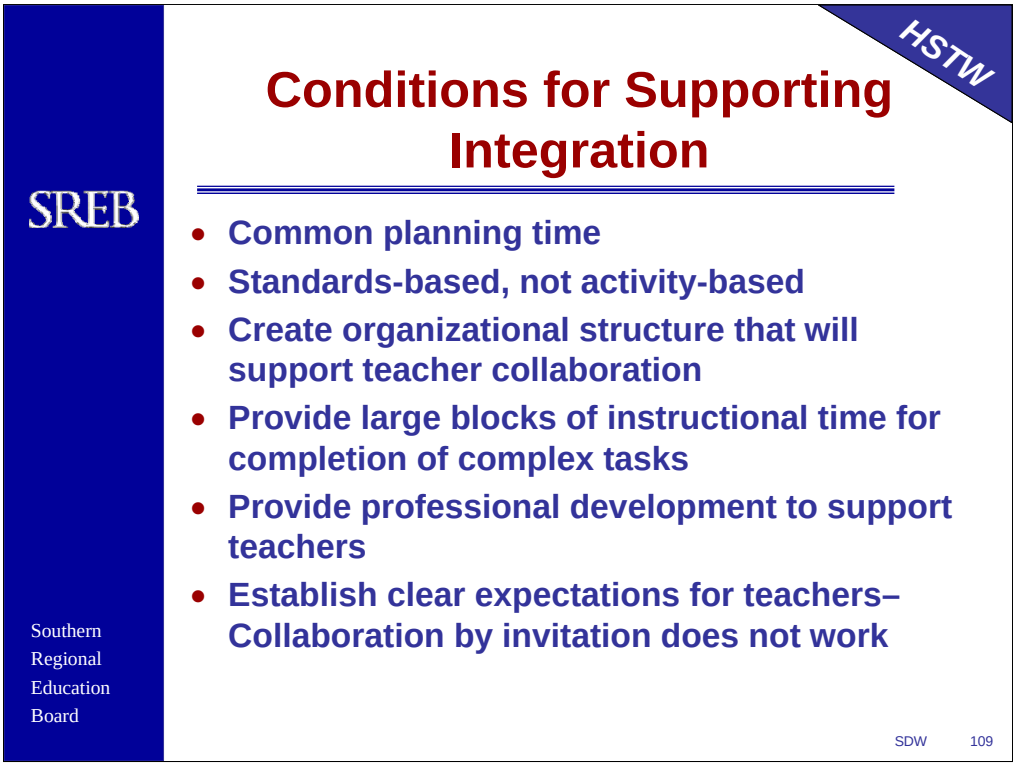



•This slide shows the difference between students meeting the achievement goals in reading, math and science and what students said about teachers working together to integrate instruction. We can see that students achieve at higher levels when they believe teachers are working together to deliver the curriculum content

| | | |
|---|---|---|
| Intensive 13% | Moderate 55% | Low 32% |
| Intensive (4-5) | Moderate (2-3) | Low (0-1) |

•Among *HSTW* sites, 13 percent of students at all schools in 2004 experienced intensive efforts to integrate academic and career/technical studies. These students had significantly higher achievement than students who had fewer intensive experiences.

•Most students – 55 percent – in the network attended schools that made a moderate effort to integrate academic and career/technical studies. About one-third (32%) were from schools where teachers made little effort to work together to integrate academic and technical content.



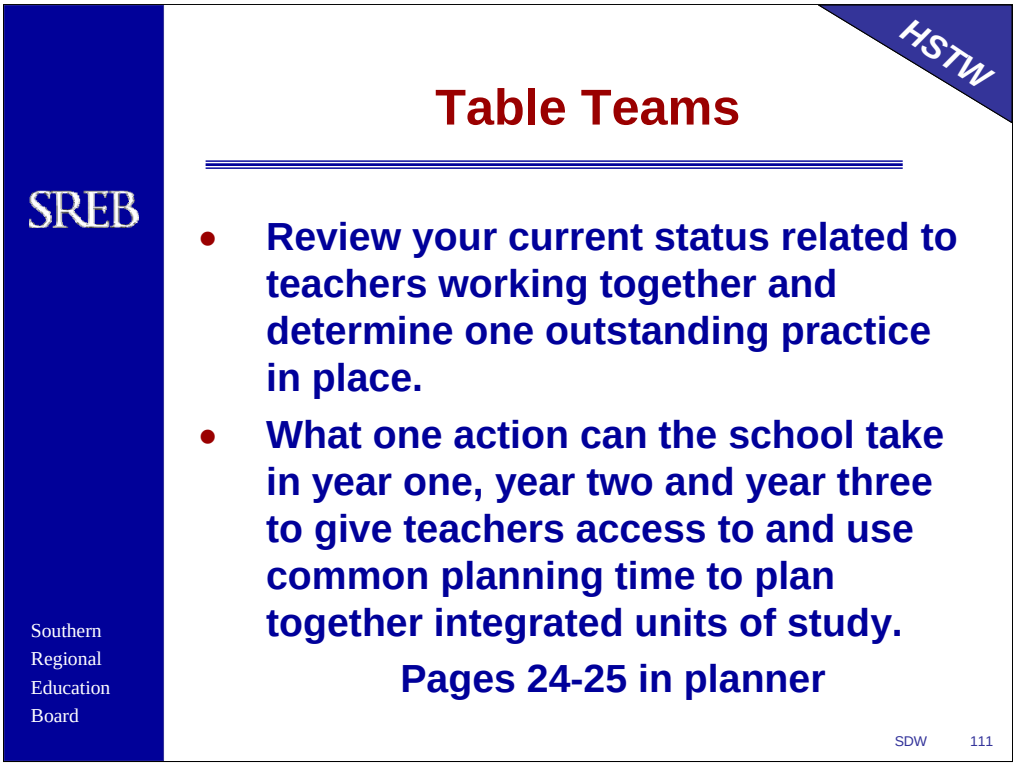

Remind teachers that the book, “Teaching for Understanding” and three 90-minute videos are part of the materials they have received. Assign a CTE teacher to review these materials for homework.

If the master schedule will not allow all teachers to have common planning time, start small. For example, having ninth-grade teams meet during common planning or use a math “buddy” teacher who works with an interdisciplinary team to help other teachers understand how to integrate math into major course projects.


•Reference the book "Teaching for Understanding" and the three 90 minute video tapes

•The price on those video tapes has been cut in half to $250.

•Remind them they have a flyer on this book in their SDW materials, "Teaching for Understanding through Integration of Academic and technical Education," and all video tapes that are a part of the package.

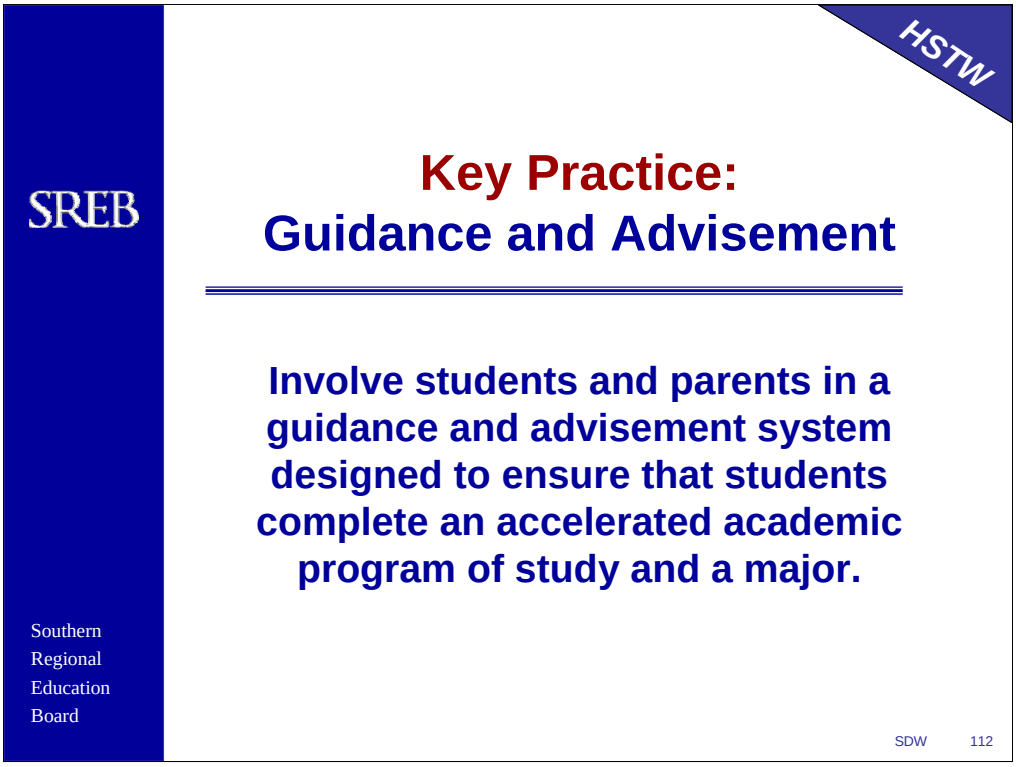



Separate the teams according to these four areas and ask them to complete pages 22-25.

•Literacy (social studies, English and business teachers)

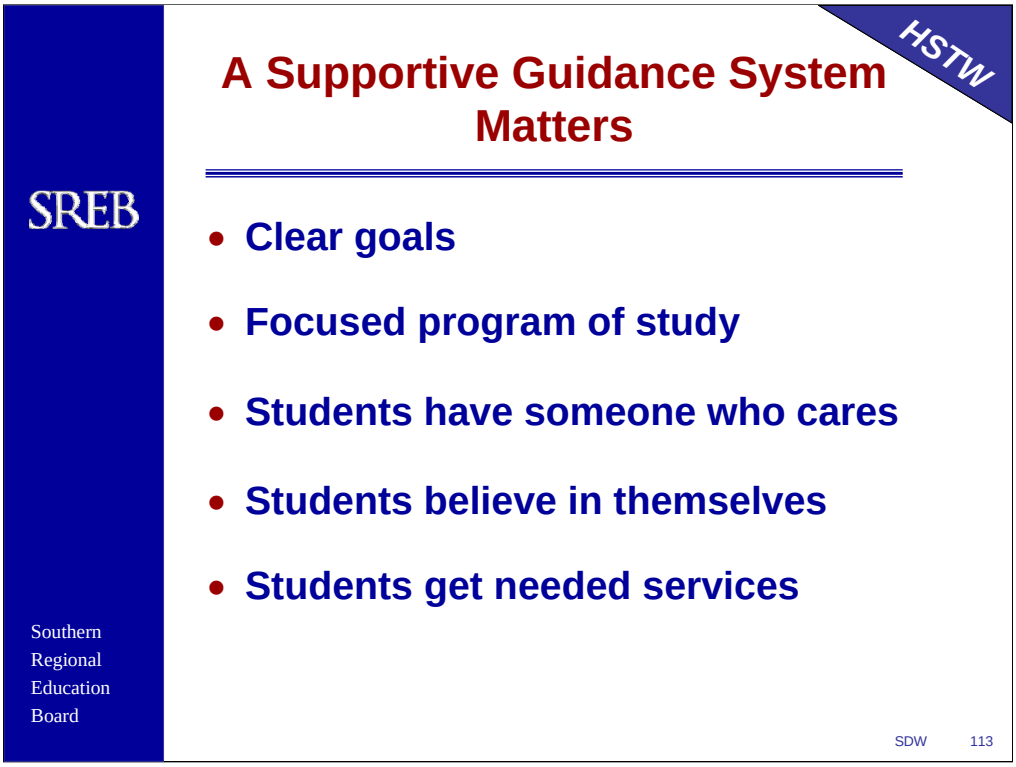
•Numeracy & Science (math, science and CT teachers)

•Integration (all other team members)




• Provide each students with the same mentor throughout high school to assist with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary. School leaders need to:

- •Involve parents in annual meetings with students and their mentors to review progress and develop plans for the next year.
- •Develop efforts to educate middle grades parents, school and teacher leaders, and students about the achievement level needed to challenging high school studies and to educate high school parents, students and teachers about the achievement level needed for postsecondary study and high-demand, high-income jobs/




•Research shows that students who receive a quality advising system, compared to groups of students who do not:

- •Have slightly higher achievement in high school and postsecondary studies.
- •Made more progress at work
- •Were more likely to go to college and graduate from college.
- •Were more satisfied with their postsecondary studies.
- •Were more satisfied with their high school experiences.
- •Expressed greater satisfaction with their status five years after high school.
- •Looked back more favorably on the counseling experience they had in high school.

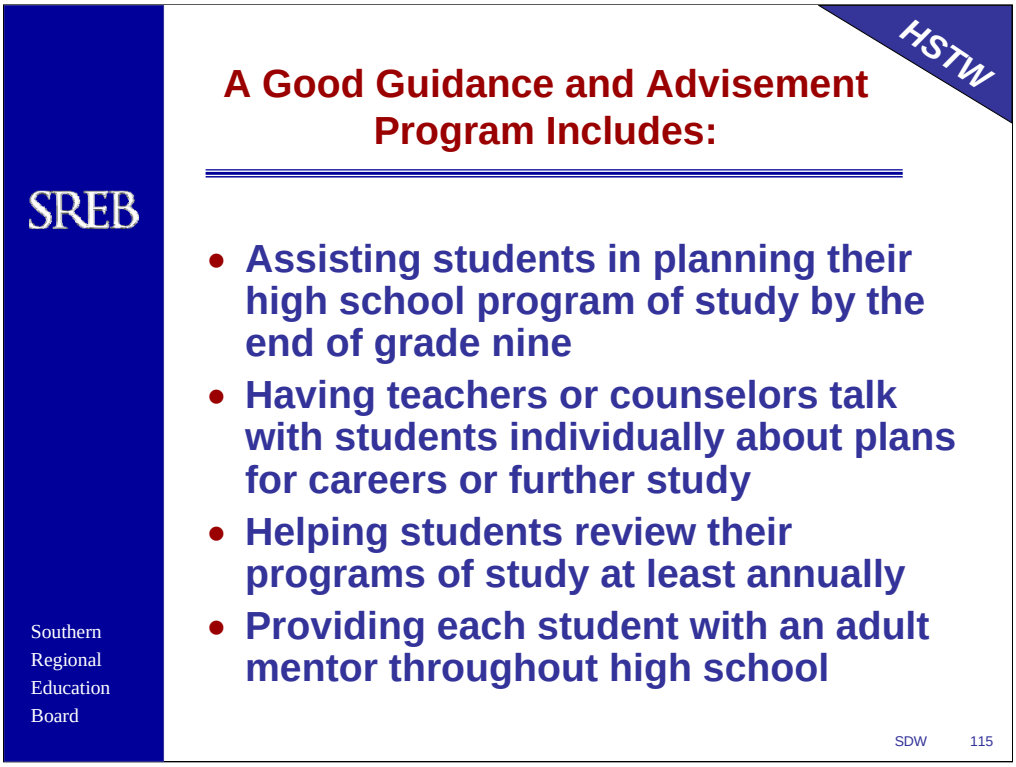

•Reference, "Students Will Take the Right Courses When the Principals Lead," publication to help give schools a better understanding of what a teacher advisement system might look like.

•The co-author of that publication, Gary Keller, implemented an advisory program in a Kentucky high school where he was principal. Teachers were assigned approximately 15 students each beginning with incoming 9th graders. Teachers were given a staff development day to call parents and meet with them regarding their child's program of study. The district supported this expectation and the requirement that parents conference with the teacher advisor and student before the student could attend the high school. Advisors updated the four-year plan and met with parents annually. Advisory groups met twice weekly, for 30 minutes, between 1st and 2nd blocks. Teachers stayed with their group of students all four years and there was a curriculum for each grade level developed by the counselor and guidance focus team.

•Two positive side effects of this advisory program included the increase in the number of parents in the school building. With about 1,600 students, the first year the school had over a 98% turnout from parents.

•Secondly, teachers learned about the whole school curriculum because they were advising students in all areas of study to complete a concentration.

•Another HS in Mississippi operates a Freshman Focus class, a credit-bearing support class involving all of its ninth graders. This class meets every other day to develop students' study, test-taking, reading and writing skills.




•The National Association of Secondary School Principals also published a document, "Breaking Ranks" in the mid-90s.

•In 2004, they Published, "Breaking Ranks II: Strategies for Leading HS Reform"

•This publication is a great reading assignment to help teachers understand why every student needs at least one adult role model.

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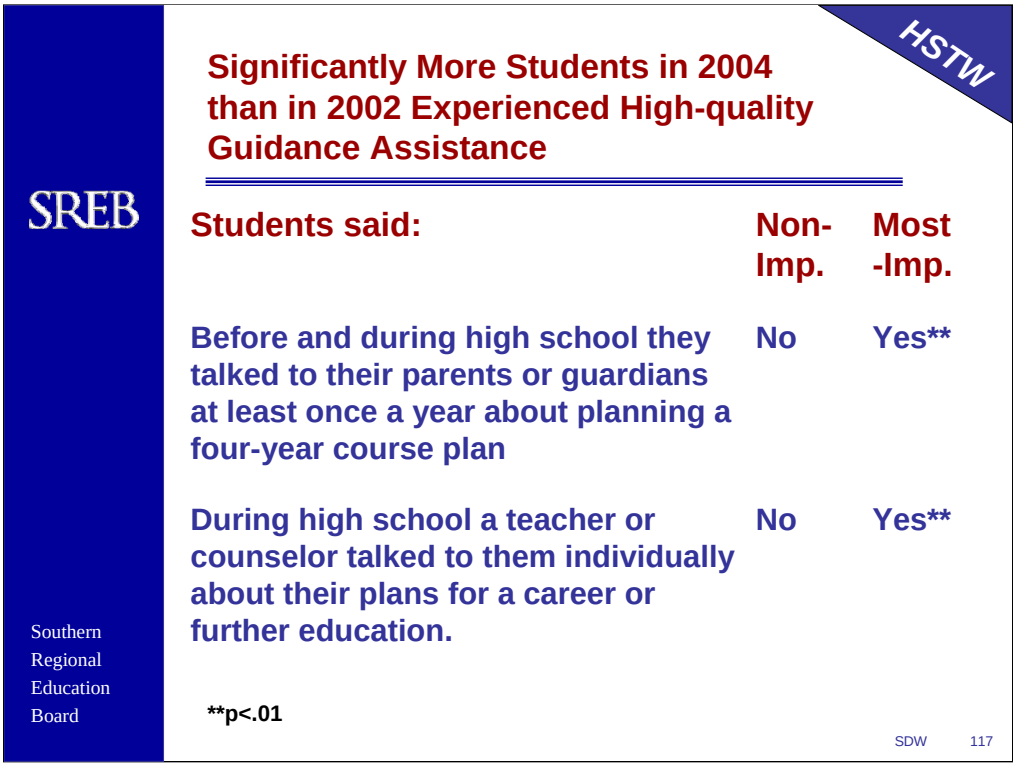
## A Good Guidance and Advisement Program Includes:

- Providing students with opportunities to speak with persons in careers to which they aspire
- Providing information on college and postsecondary studies to all students and parents
- Assisting students and parents with the postsecondary application process

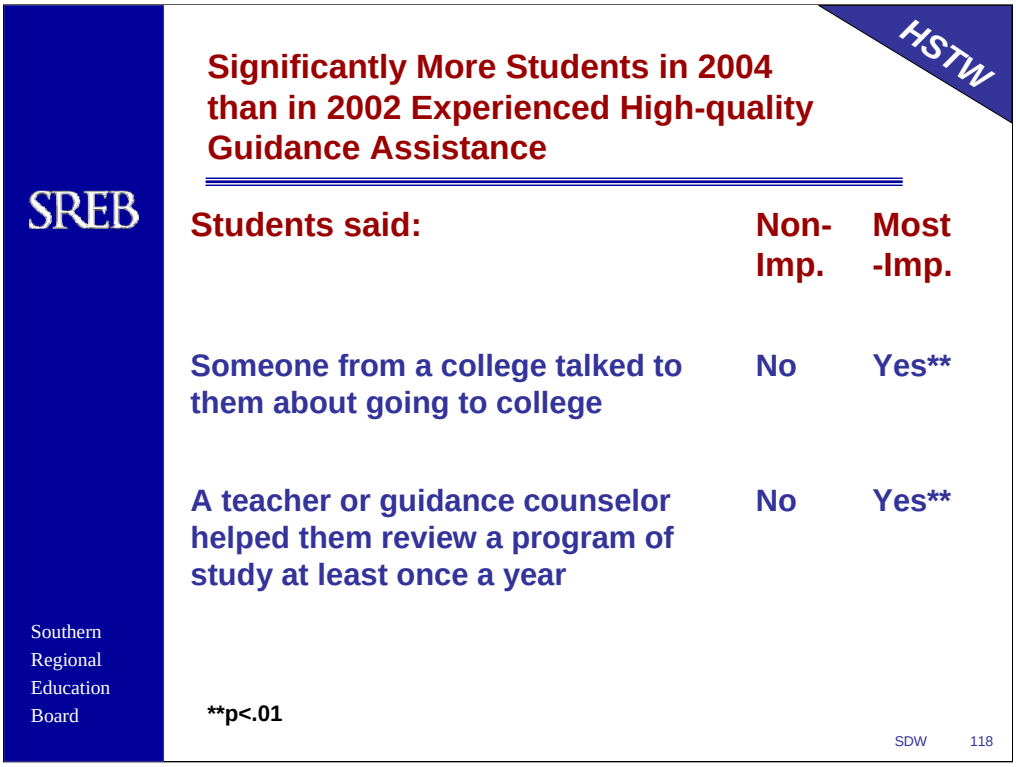



•Significantly more students in most improved schools in 2004 than in 2002 reported that they have talked to their parents or guardians at least once a year about planning a four year program of study.

•Students at the low implemented schools have not had that experience.

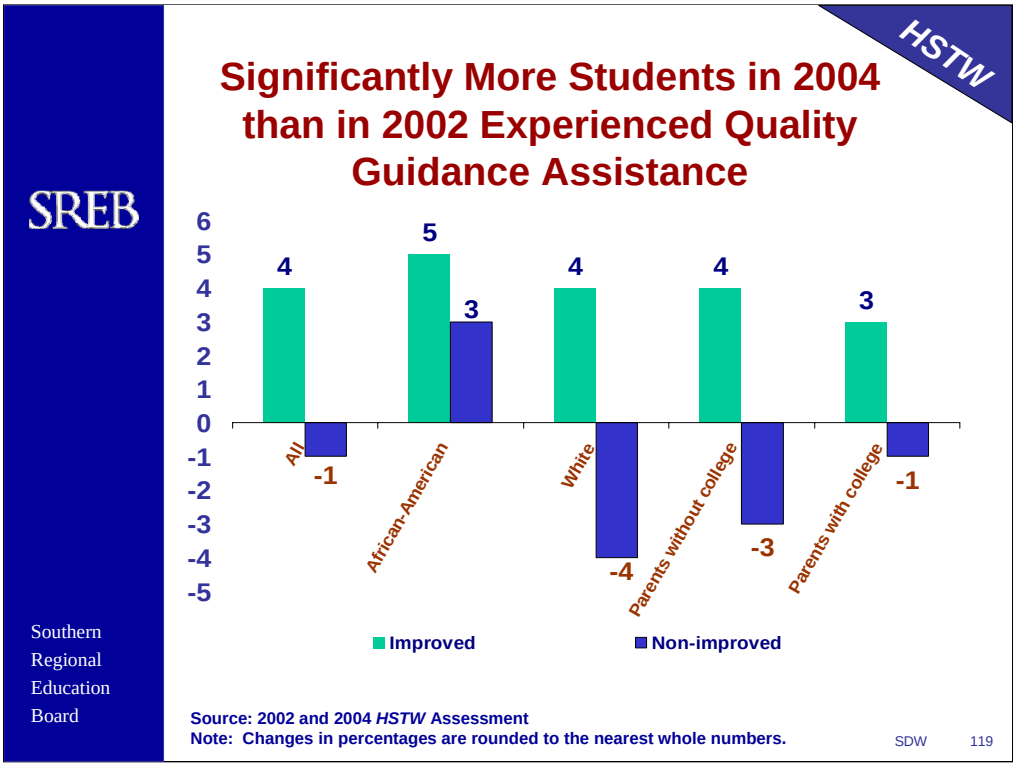
•Schools can definitely play a role in helping parents and students come together and talk about the student's program of study in high school.

•Students want their parents connected.




•Significantly more students in most improved schools in 2004 than in 2002 reported that they have talked to someone from a college about going to college and that a teacher or counselor helped them review a program of study at least once a year.

•Students at the low implemented schools have not had these experiences.



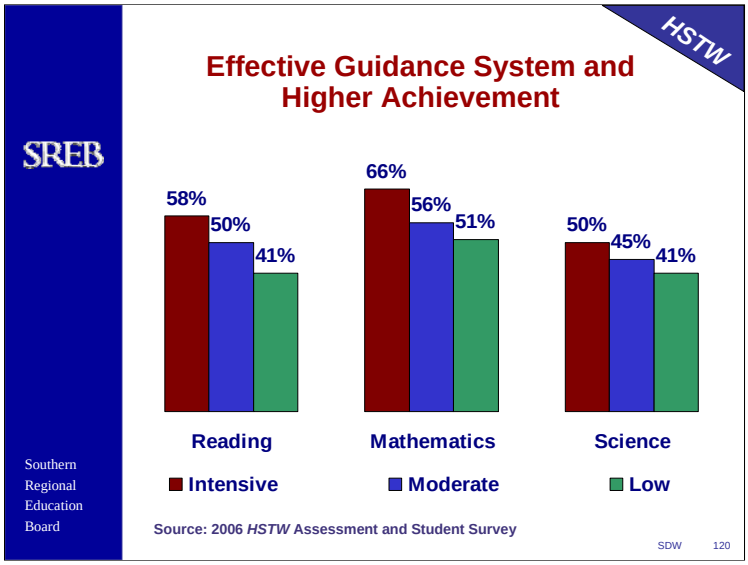

•4% more Students in 2004 whose parents have not gone beyond high school than in 02 said they experience quality guidance or assistance.

•While non-improved schools had 3% fewer students experience quality guidance.

•So you have a 7% difference.

•At most-improved sites, an advisory system provides students with information on post-secondary opportunities to assist them in thinking about future goals, developing plans, and making sure they have the assistance to achieve the goals.

•Guidance and advisement is crucial in achieving the HSTW goals.




Intensive 47% Moderate 44% Low 9%

Intensive (6-8) Moderate (3-5) Low (0-2)

Among *HSTW* sites, 47 percent of students at all schools in 2006 experienced intensive guidance practices. Forty-four percent in the network attended schools that made a moderate effort in guidance practices. Only 9 percent were from schools where little effort was made in an effective guidance system.

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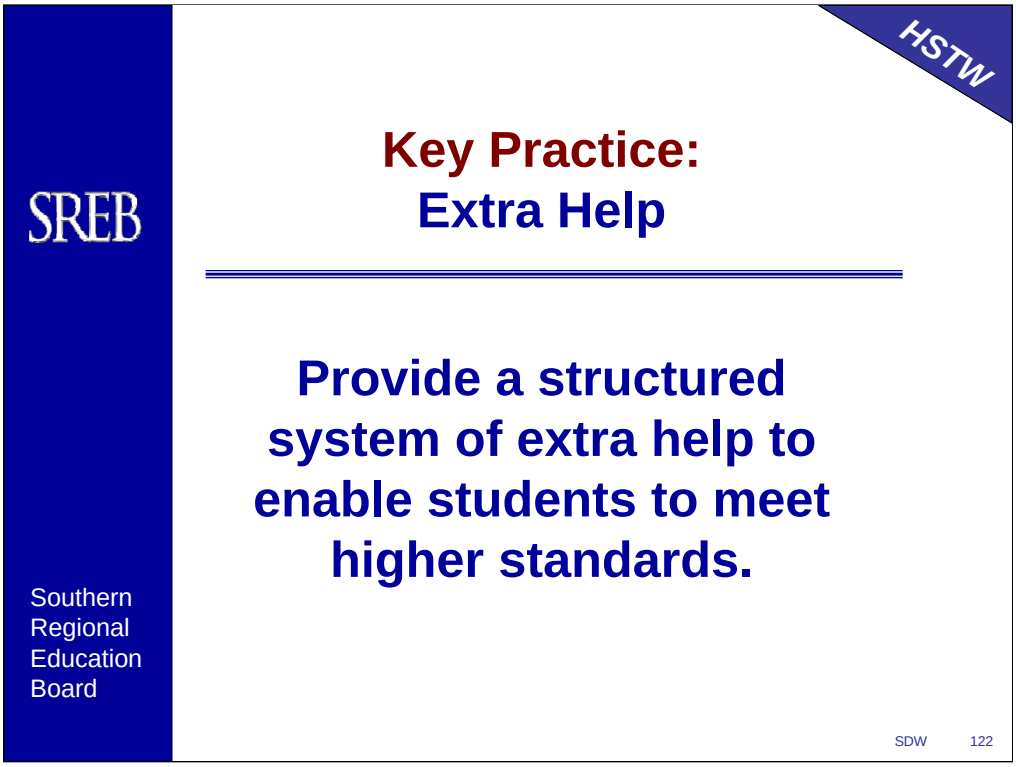
# System of Guidance and Advisement, Page 27

- Review your current status related to guidance and advisement and determine one outstanding practice in place.
- Determine one action to ensure every student has a goal and a program of study by the end of 9th grade.
- Determine one action to provide each student with an adult mentor throughout high school.
- Determine one action to ensure students meet at least once a year with his/her parent or guardian and a school representative to review progress toward the program of study.




Most-improved schools have found they cannot stop with raising standards or enrolling students in more difficult courses; they provide a system of extra help to assure students will have the opportunity and ability to meet higher standards.

A structured system of extra help and quality time will enable high school students to complete an accelerated program of study and to meet rigorous and consistent standards.

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## Extra Help is Important Because It:

- Reduces failure rates
- Reduces the ninth grade retention rate
- Increases the high school graduation rate
- Encourages students to "stretch" themselves

HSTW

# A Comprehensive Extra Help Program Must Include:

- Continuous extra help to meet standards
- Middle grades actions
- Ninth-grade transition
- High school, postsecondary and careers transitions
- Develop independent learners

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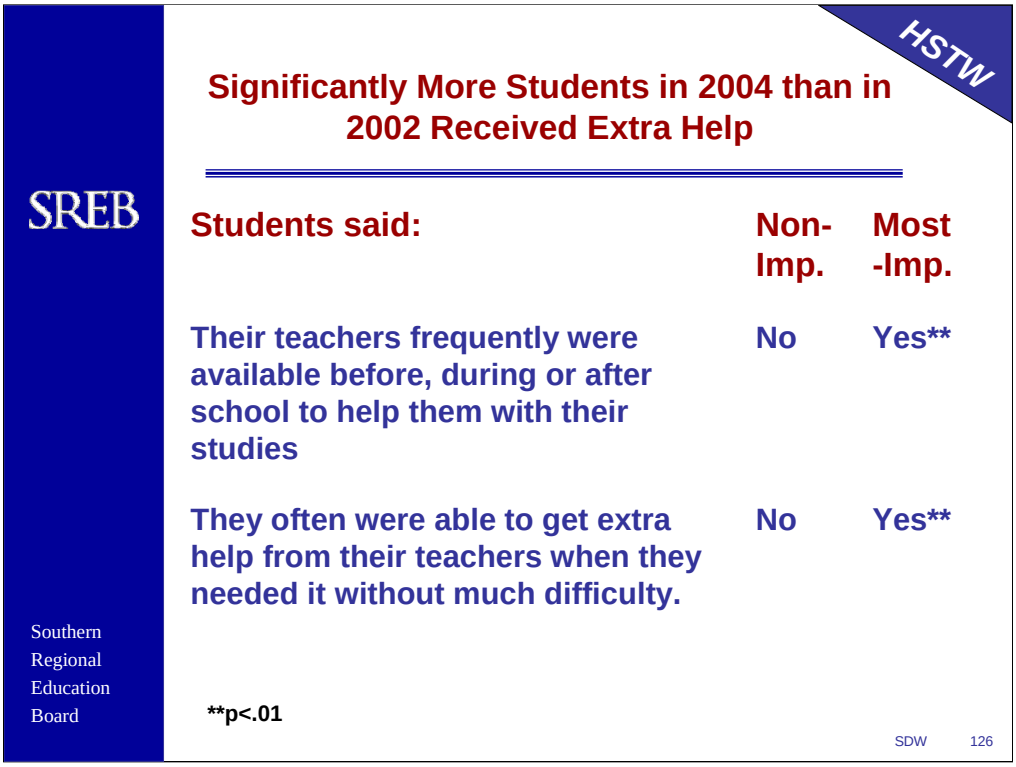
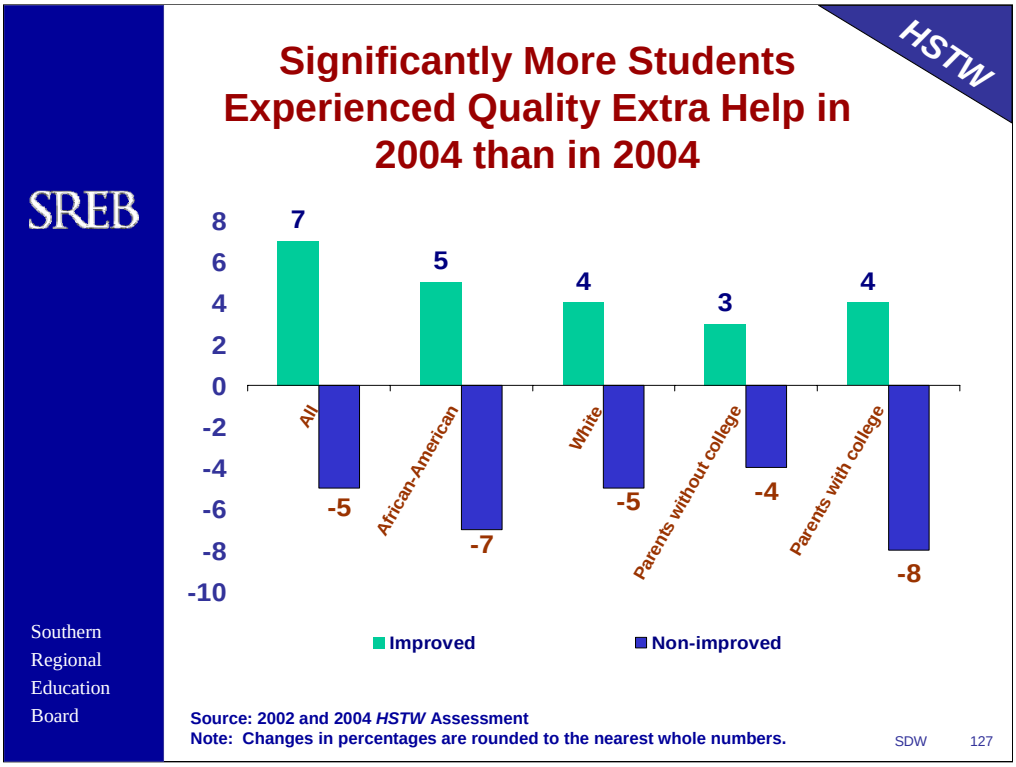
# Effective Extra Help

- Is available, without difficulty, from the teacher
- Is available before, during or after school
- Results in motivating students to try harder
- Results in better grades
- Builds students' sense of self worth




•Significantly more students in 2004 at most improved schools reported that their teachers were frequently available before, during, and after school to help them with their studies, while no improvement occurred between ‘02 and ’04 at non-improved schools.

•When adults in a school decide that kids are worth their time and effort to help them meet grade level standards then they will develop a system of extra help.

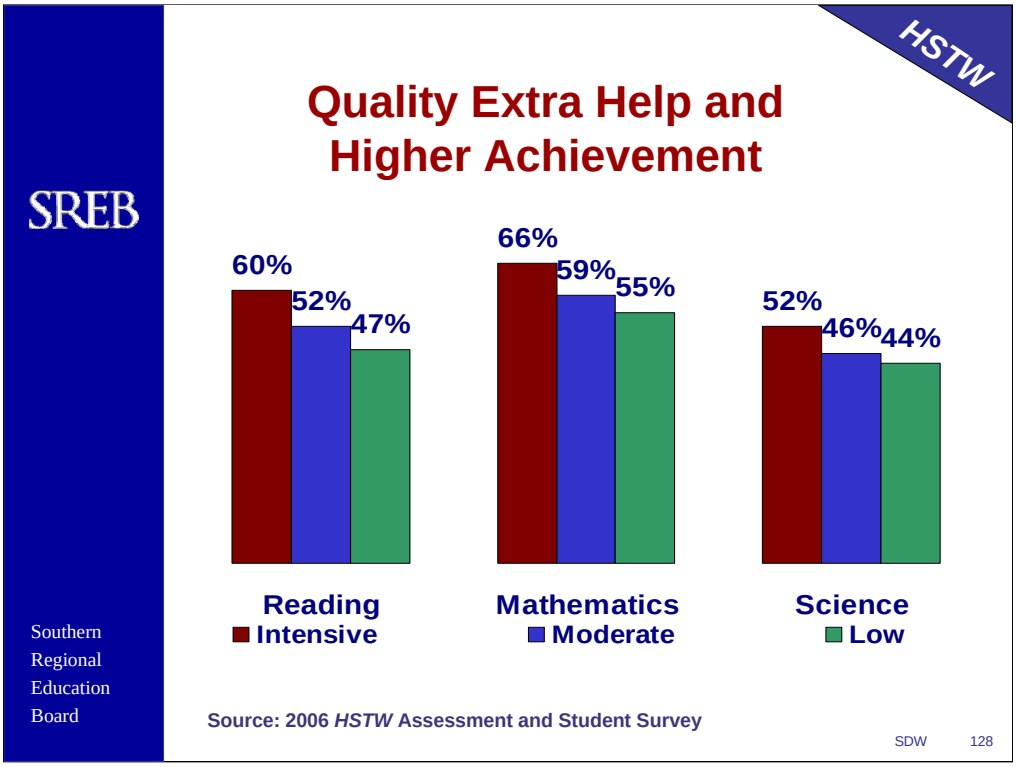



•In 2004, 7% more students at the most improved schools experienced quality extra help, while 5% fewer students at non-improved schools experience quality extra help in 2004.

•If you combined

- •enrolling more kids in rigorous courses
- •using more effective instructional strategies
- •having classrooms with higher expectations and
- •improve quality and career tech studies

The message is that as you expect more of students and you are willing to make a greater effort to give them extra help then you are going to get higher achievement. It's a matter of the adults in the building deciding that they are going to do it.




| | | |
|---|---|---|
| Intensive 33% | Moderate 19% | Low46% |
| Intensive (3-4) | Moderate (2) | Low (0-1) |

Students in *High Schools That Work* network who received high quality extra help and received more frequently are more likely to meet the *HSTW* performance goals than students who found it hard to get quality extra help.

By the same token, students who find extra help readily available are more likely to be enrolled in higher-level academic courses. Enrolling students into challenging mathematics courses pays dividends if students are held to high standards and receive help to meet them.

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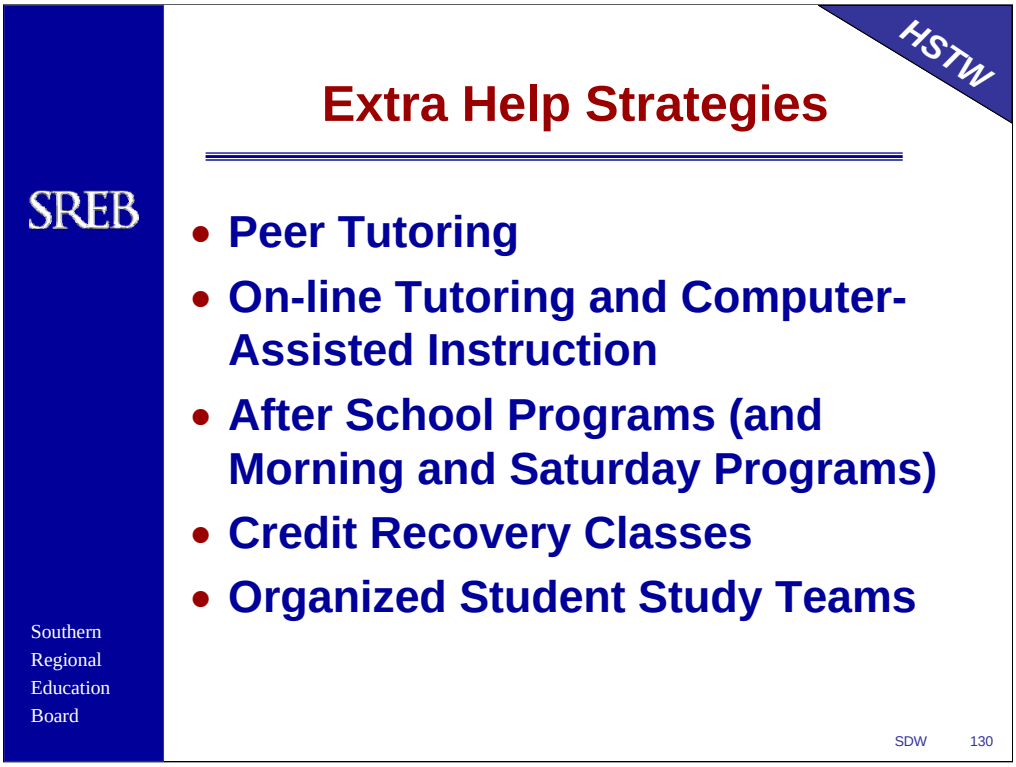
# Implementation Issues

- How do you identify students who need it?
- How do you require students to attend?
- How do you get parents' commitment?
- How will extra help be delivered?
- Who will teach it?
- How will the strategy or strategies be matched to student needs?




Swain County HS in rural North Carolina

•recruited college students to provide homework help from 6-8 pm three nights a week

•Students can also get help by calling in on the Homework Help Line

•The media center has extended hours, opening at 7 am-8 am on Wednesdays and Fridays and from 3 pm to 8 pm the other 3 days of the week. The school says the extended hours are very popular because many students don't have computers or Internet access at home.

•Teachers are available four days a week from 2:45 – 3:30. Some teachers require students to attend tutoring if they are at risk of failing

•The school also has a four week summer class for incoming ninth graders who may need help adjusting to high school.

•Source: Using Rigor, Relevance and Relationships to Improve Student Achievement: How Some Schools Do It (2004)

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# Why target middle school transition?

- The transition point from middle school to high school has the highest percentages of dropouts nation wide.
- The highest failure rate occurs in grade nine.
- Preparing students for high school work, directly impacts retention.

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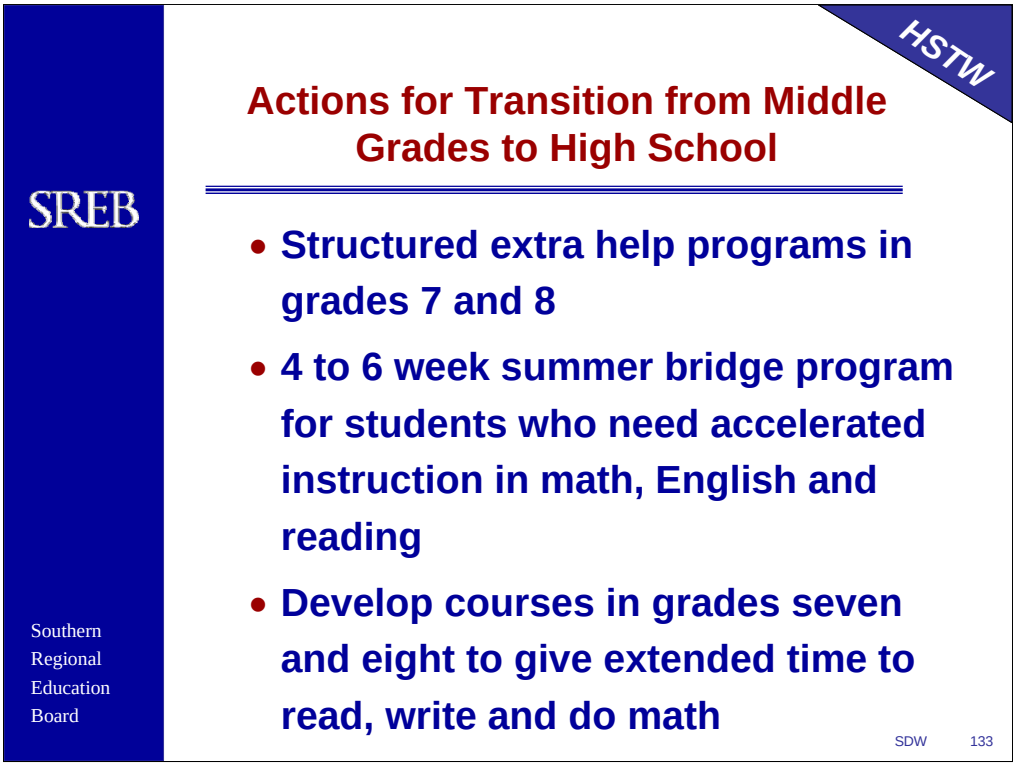
## How can school leaders make sure that students are ready for rigorous high school studies?

**District, high school and middle school leaders can:**

- **Establish readiness indicators for challenging high school English, mathematics and science courses;**
- **Align curriculums, teacher assignments and assessments to the readiness indicators; and**
- **Set goals to annually increase the percentages of students having successfully completed Algebra I by the end of grade eight.**




•Identify students who need additional enriching coursework in mathematics, language arts, and reading instruction in grades 7 and 8.

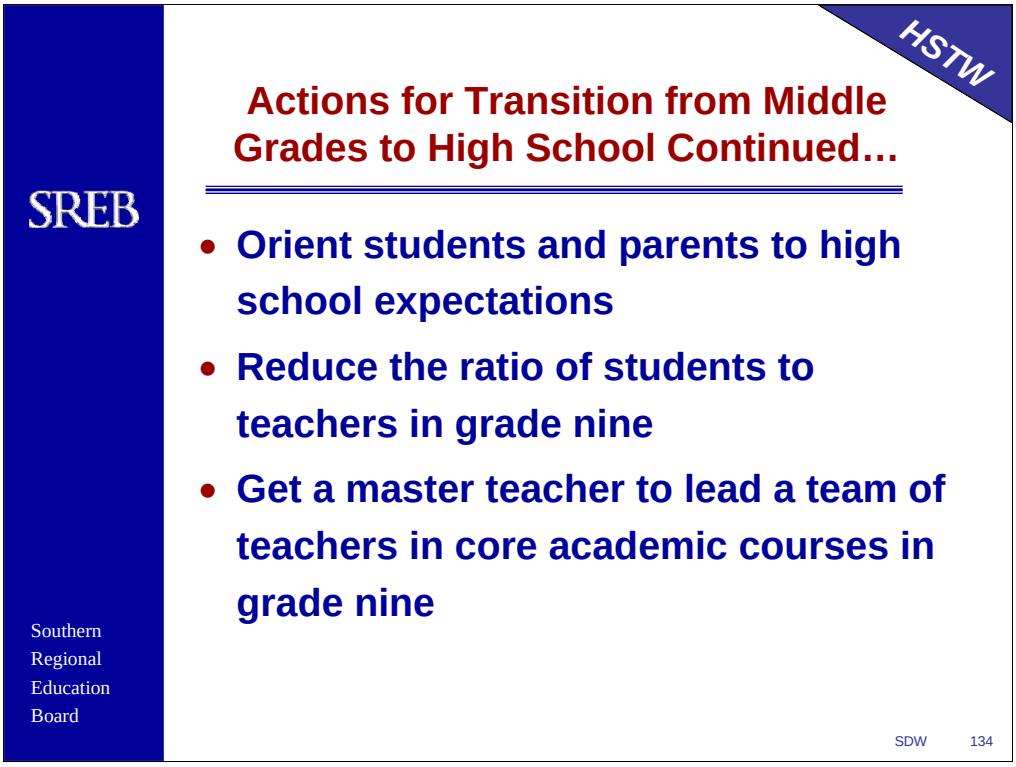
•Develop high-level exploratory academic courses in grades 7 and 8 that give students more time to read, write, and do mathematics

•Examples: adolescent literature, Arthurian legend, mysteries, Physics is Fun (high interest with a lot of student reading and analysis)

•Orientation program for parents and students which focuses on the need to prepare students for high school studies.

•Utilize education plan that student has been developing--focus on the high school coursework needed for the career student is interested in--contrast with current performance

•Teachers use instructional techniques that motivate students to work harder and provide extra help and extra time to assist students in meeting standards and readiness indicators.



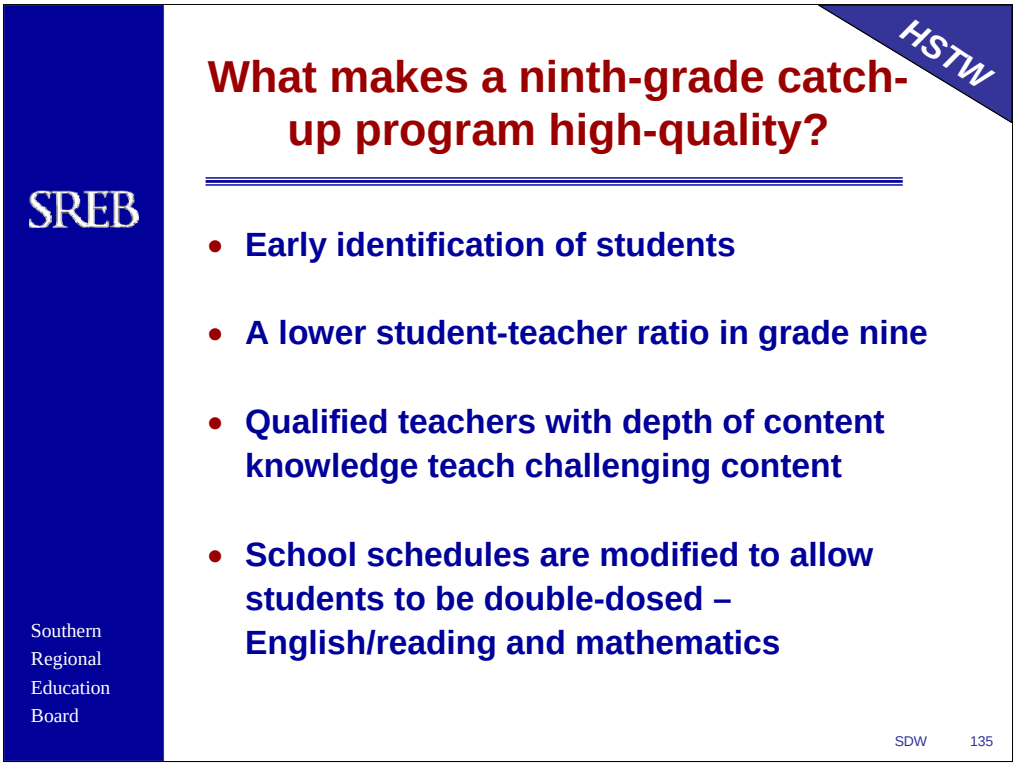

Third bullet:

Ninth-grade team has same group of students and common planning time to:

•Integrate curriculum

•Align assessments and exams

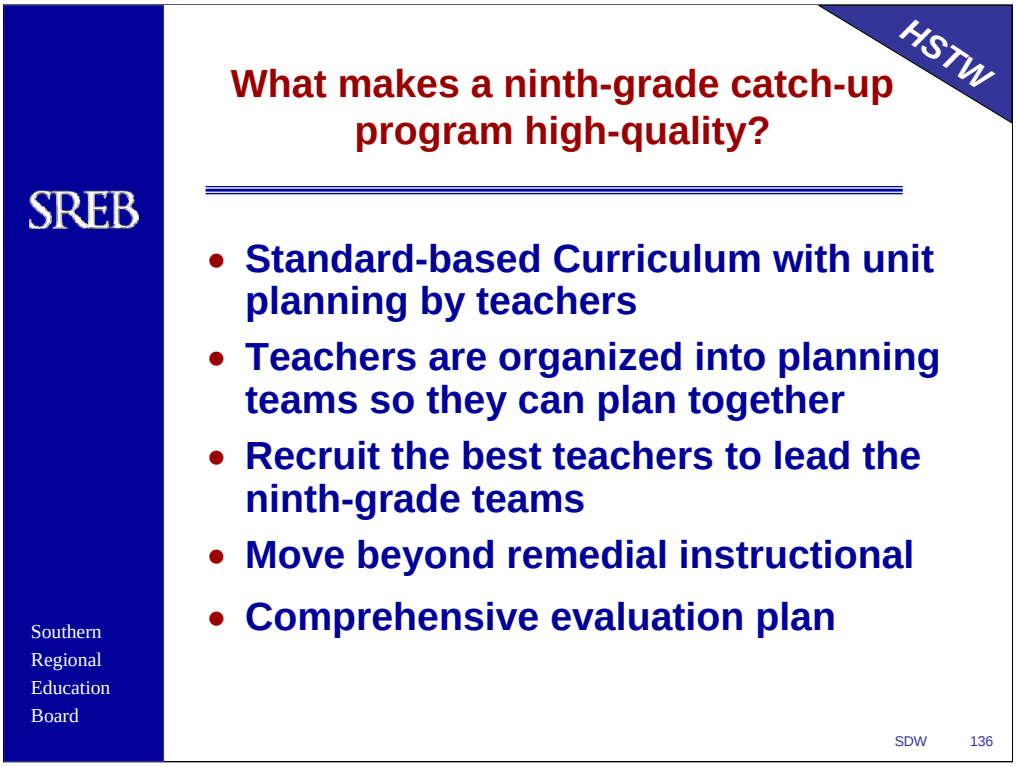
•Share teaching strategies




•Some of the schools in our network--particularly in Ohio--enroll everybody in Algebra 1

•Most students go to algebra I for 90 minutes a day (for some kids every other day) but they use the alternate days for students who need extra help in understanding the concepts.

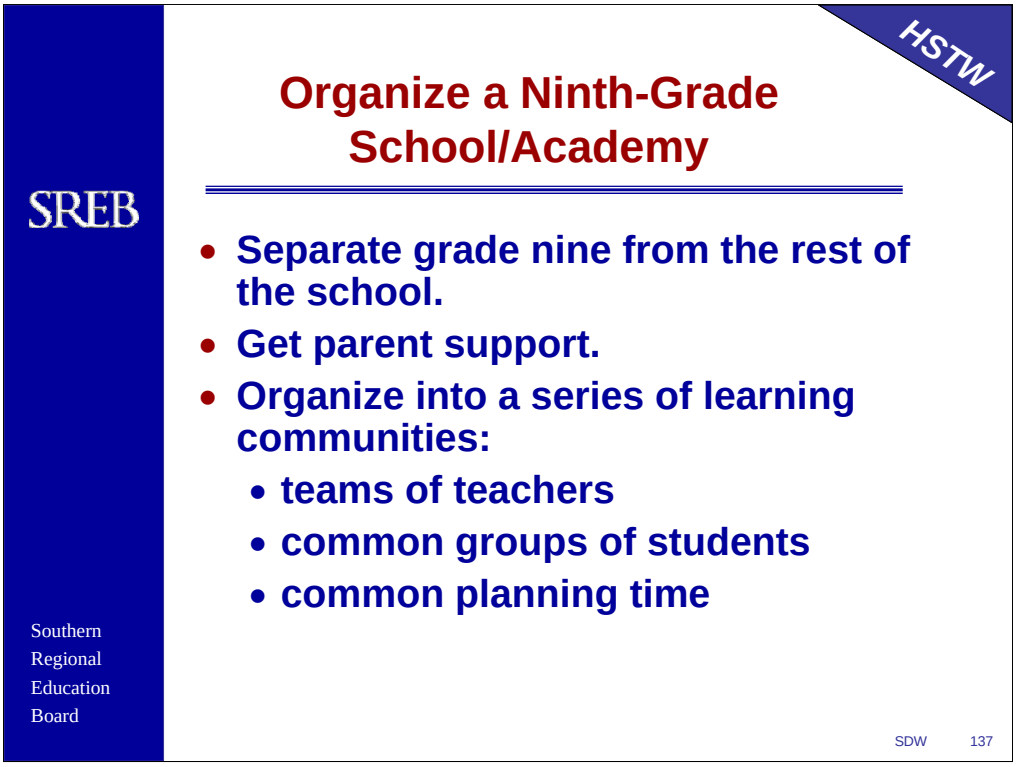
•They are using a mainstream approach by placing everyone in algebra I rather than sorting and dividing based on ability



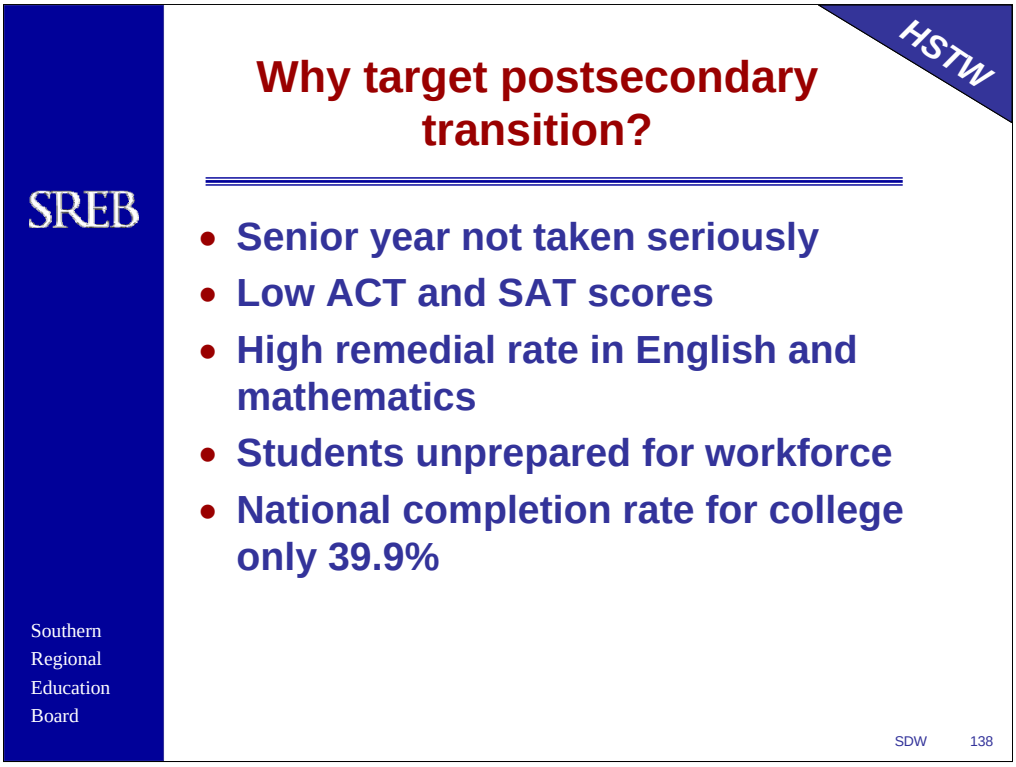

•Teachers in the most-improved sites were willing to give extra help because they believed what they were asking students to do was important to their future and that students were able to do it.

•Through their willingness to help students, teachers conveyed that they believed students were worth the effort.

•This type of relationship between adults and students increases students' desire to work harder, to perform at higher levels, and to understand the importance of high school.




It is important that ninth grade academies do not become a way of sorting kids. The goal is not to create classes with all low level kids in them and high level kids in other courses. This is a practice that leads to disaster.




Source: CCTI Brochure

(The College Board-Policy Analysis)

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# Research Based Strategies for Postsecondary Transition

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- Students earn college credit while in high school.
- Enroll unprepared students in transition mathematics and English courses.
  - Courses aligned to college and career readiness standards
- Ensure that students who do not plan to go on to further study are in a CT program.
- Develop extra help for students having trouble graduating.

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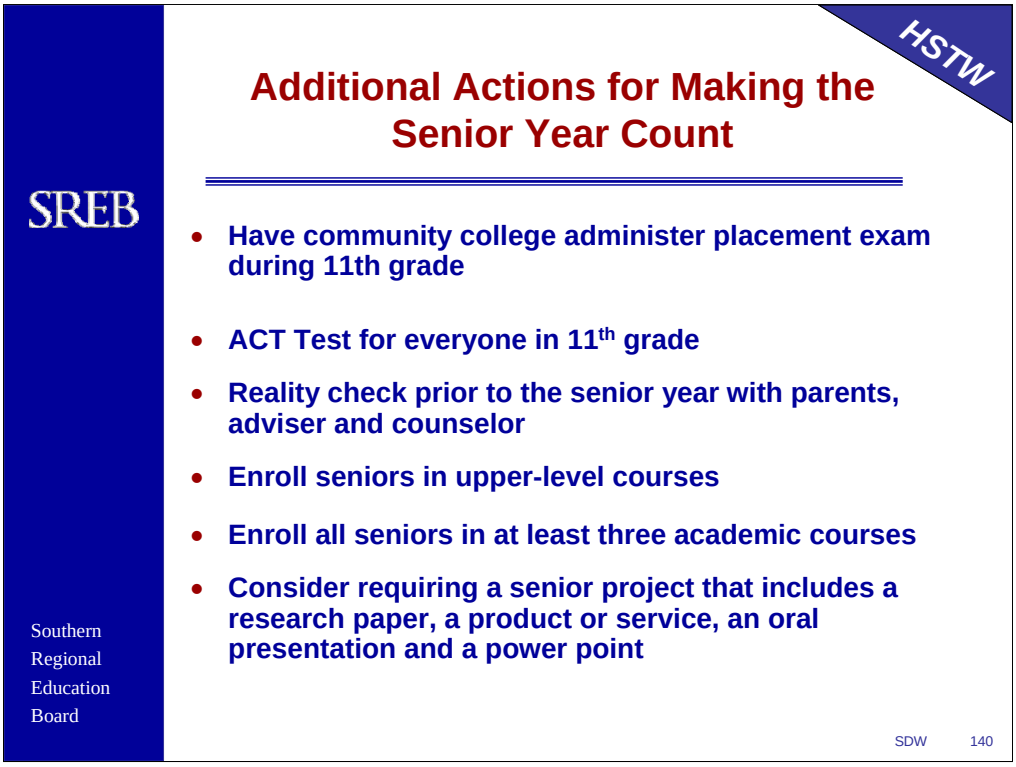
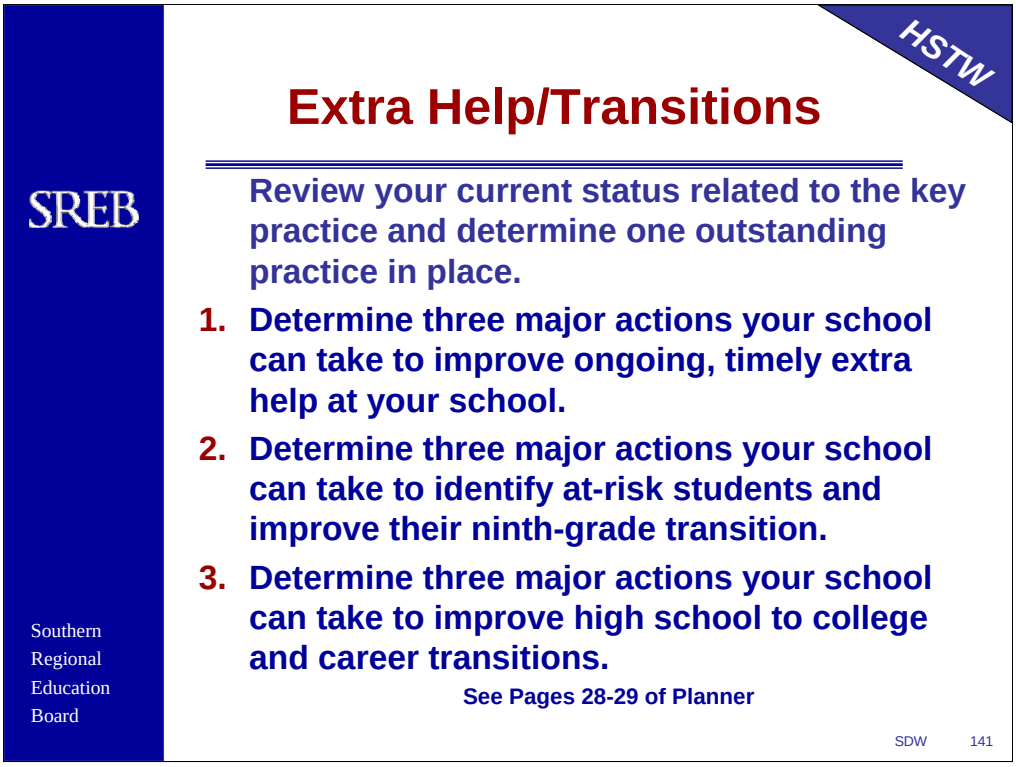



•In states where everyone takes the ACT, this junior assessment can help determine which seniors are likely to be placed in remedial courses in college allowing the school to put these students in senior courses that will prepare them for college level work.

•If the school is on a semester block schedule, seniors should be required to enroll in 4 academic courses.

•The reality check may have to occur as early as the end of 10th grade for some students.




How will you identify students?

How will you begin to communicate with the middle school?

How will you begin to track the success of graduates?

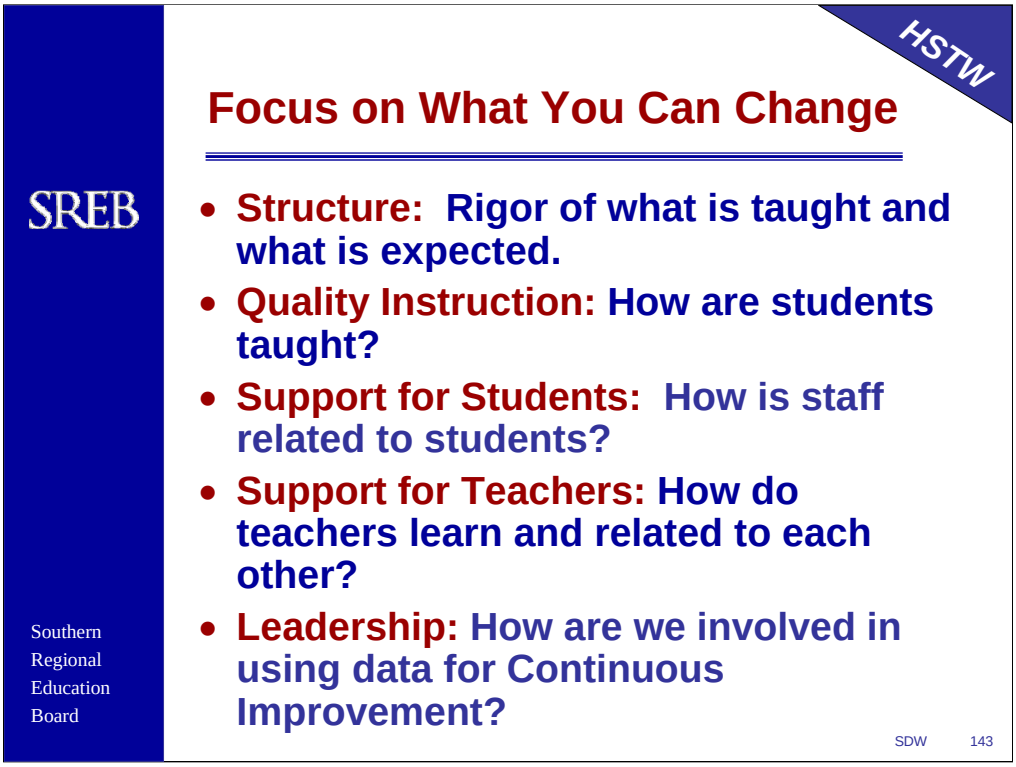
How will you get seniors enrolled in these classes?

Divide the teams into three groups to:

1. look at the overall effort of establishing an on-going extra help system
2. focus on middle grade to ninth grade transition
3. deal with the senior transition


For State teams, you can proceed with the next slide.

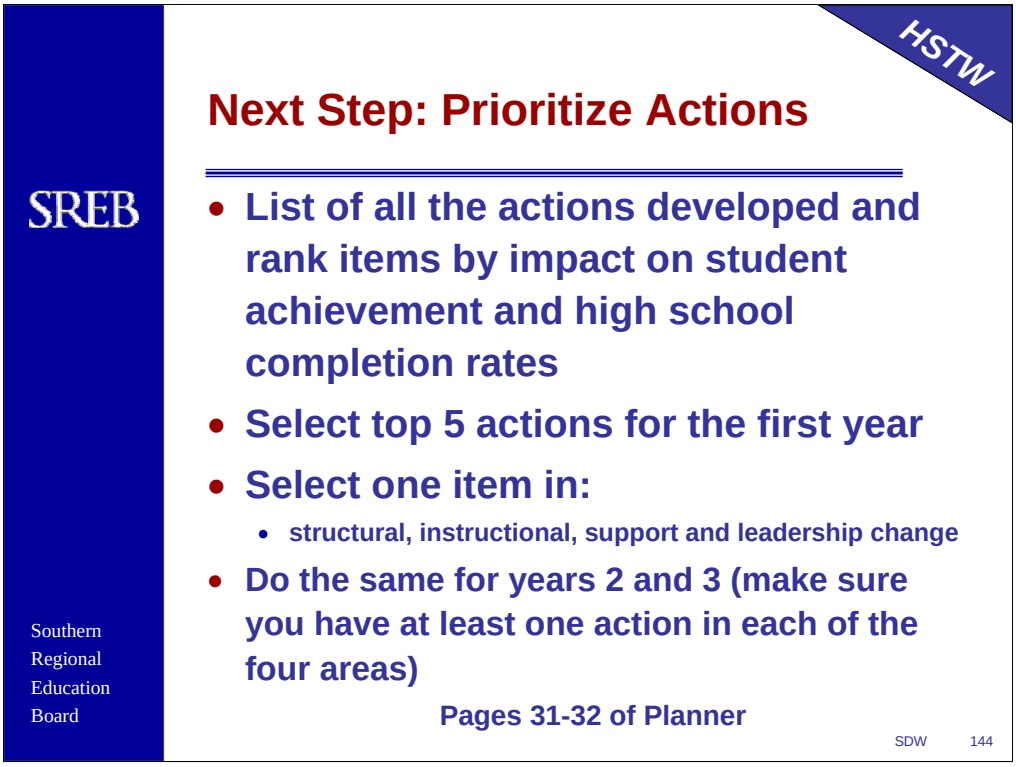
For school teams, you will want to inform teachers of their focus team and have them regroup so they are sitting together.




•Reference pages 6-9 of the planner.

•These implementation rubrics were developed because people were asking what HSTW implementation looked like.

•It gives schools an idea of how to more deeply implement the model in the four areas: structure, instruction, support, and leadership. You must pay attention to all four areas of change.



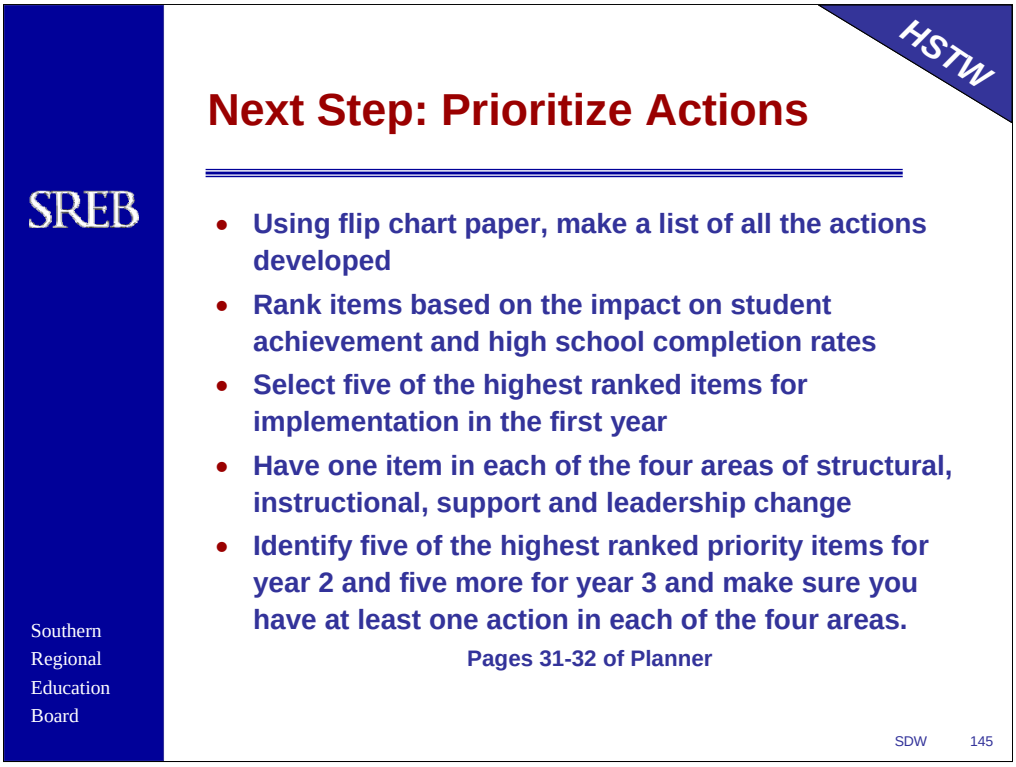

We will come back to page 30 after they have prioritized actions.

**For focus teams, make sure they have flip chart pages to reference that were created by table teams during the workshop.**

**State school teams will reference flip chart pages and the recorder's planner.**

You may need to flip back to slide 141 after they understand the instructions for prioritizing their actions.

You will need to keep the groups together at this point, so give them a time limit on prioritizing and let them know that they will have time to continue this later if needed. The important thing is that they have time for at least year 1.

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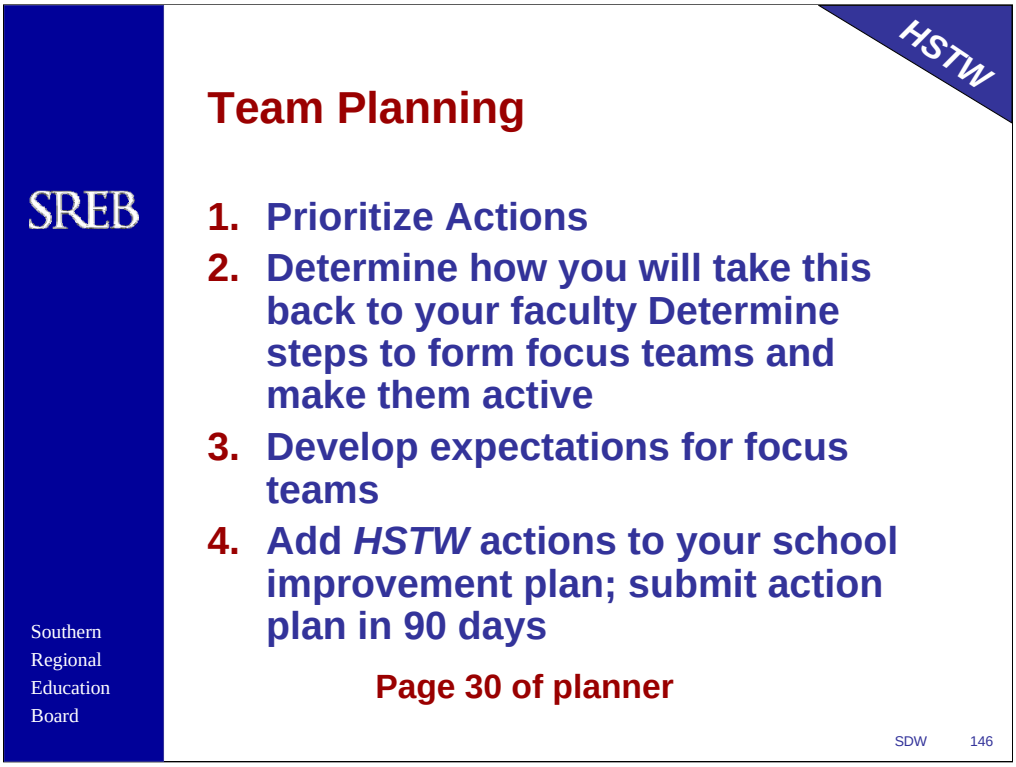
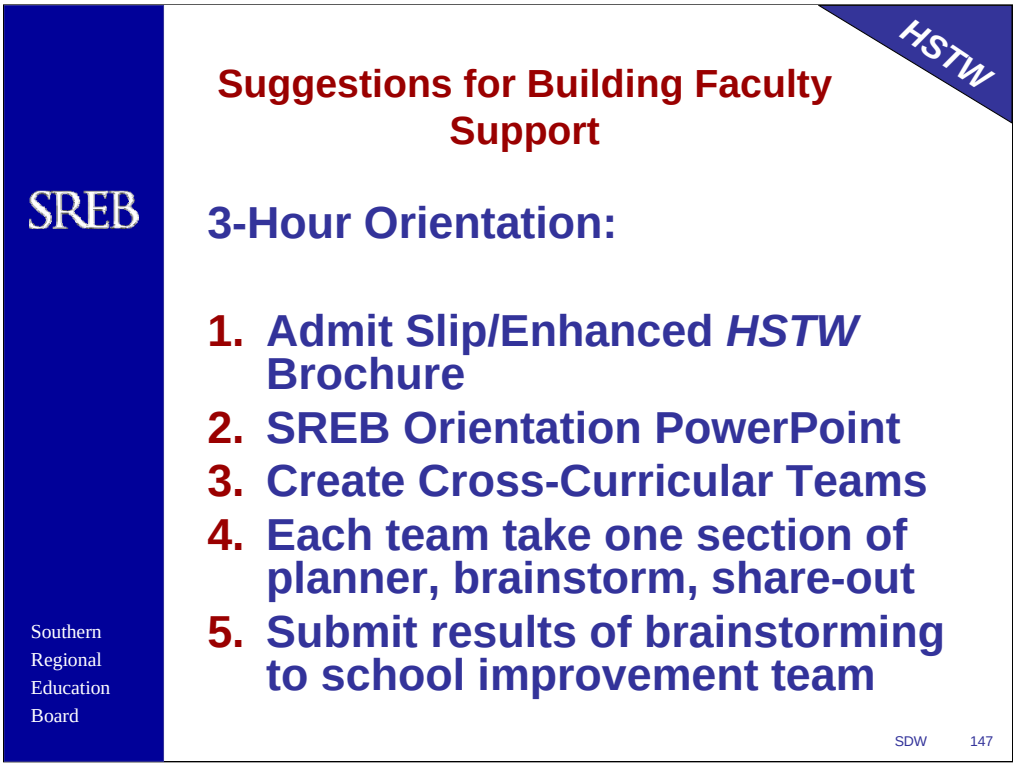


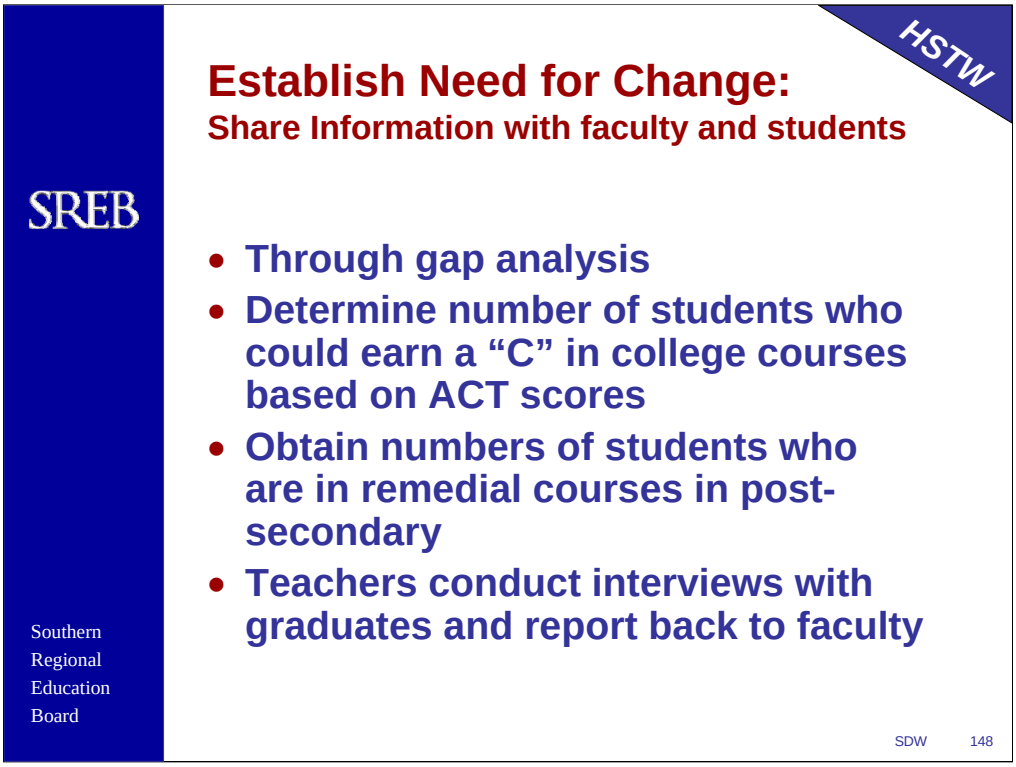

Modify expectations for school teams. For example, instead of taking this back to "your faculty" you could say "your parents, school board, etc."

Suggestions for building faculty support are on the next slide…



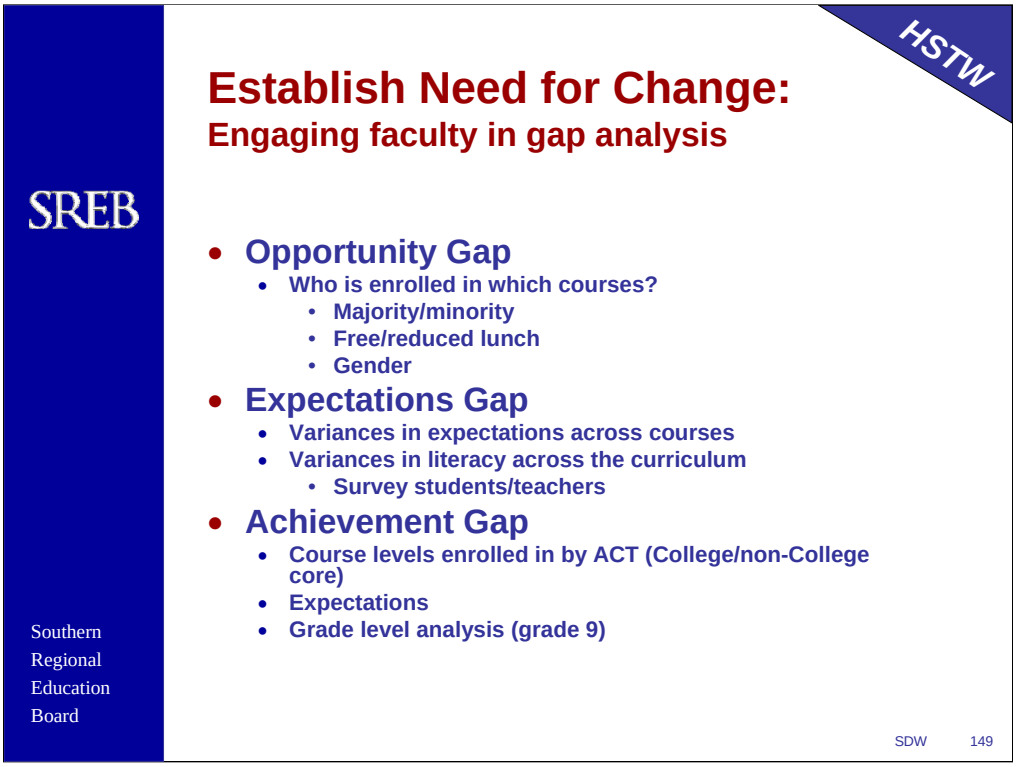

•Assign the "Enhanced HSTW Brochure" for reading before the faculty training and require them to complete an admit slip.

•Provide schools/teams a copy of the SREB Orientation PowerPoint




•Help your faculty understand the need for change.

•This charge could be given to a data analysis focus team.




This is exactly the data that will be examined when your school receives a technical assistance visit (we will talk more about this TAV at the end of the workshop).


Chair should be a member of school improvement team

Teams will use pages 31-32 to provide feedback to the school leadership team.

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# Focus Teams: Develop Implementation Steps for Actions

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- Assign a major action to one or more of the focus teams
- Draft a charge to the team regarding implementation of this action in year 1
- Have teams develop an implementation plan for the action, present it to the school improvement team and eventually to the entire faculty **(pages 31-34)**
- When year 1 is completed, start work on year 2
- Ask teams to develop benchmarks and monitor plan for implementation

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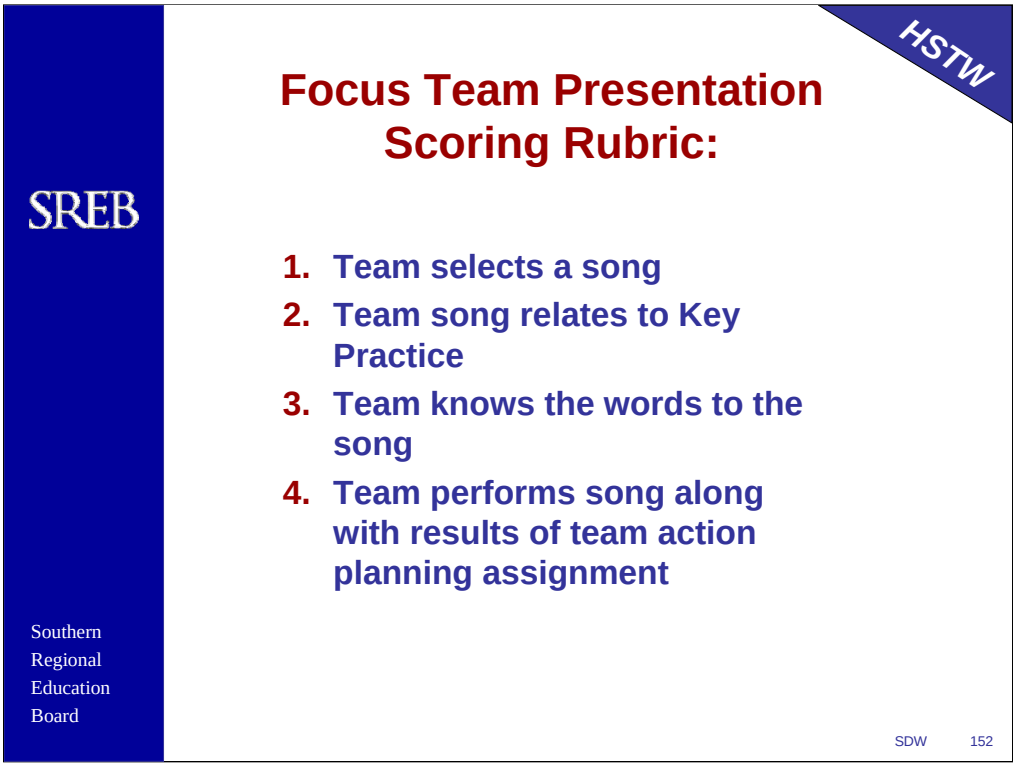


For school SDWs, use this slide to explain how you are putting the teachers "on stage"

For state-led workshops, explain how schools can use this slide to get focus teams to start working together.

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# Ideas to Introduce *HSTW* to Faculty

- SREB materials/newsletters
- Send teams to national staff development workshops
- Teams share and implement ideas
- Visit outstanding *HSTW* sites
- Create study teams around selected materials
- Seek input on implementation plan
- Technical Assistance Visits

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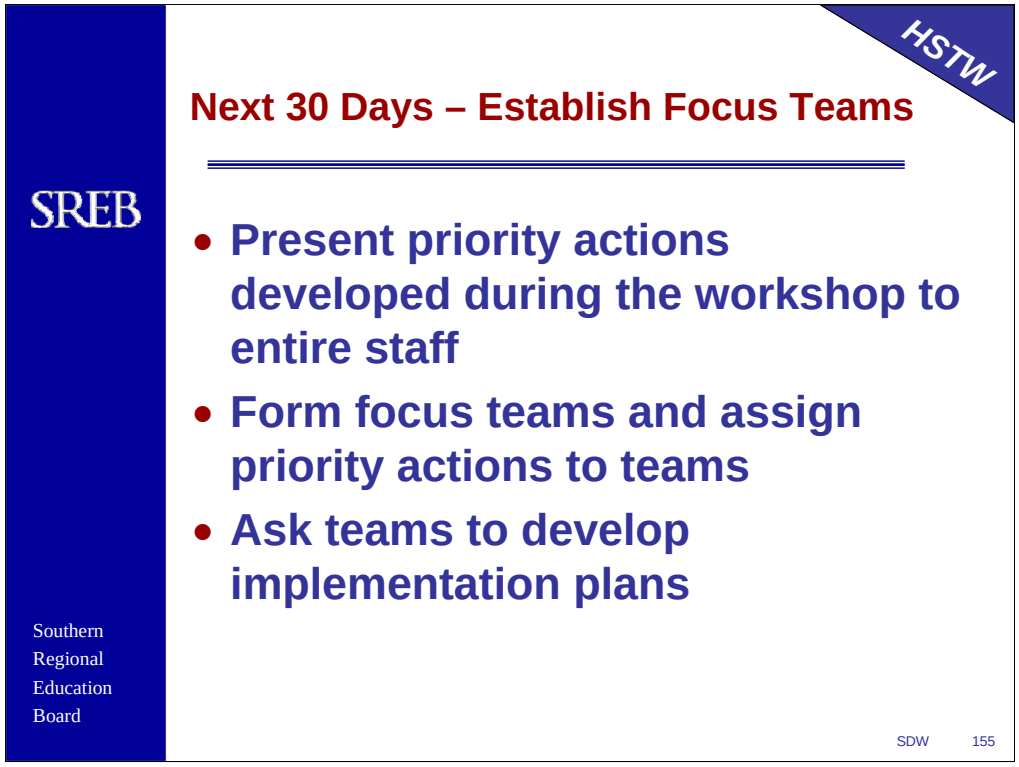
# Take Some Action in Year 1

***Don't wait a year, but do it well.***

- **What five things can your staff do in year 1?**
- **Determine steps to form focus teams and make them active.**

**See Page 30 of Planner**




•The School Improvement Team will develop and coordinate a unified action plan for achieving HSTW goals.

•Focus teams support the overall planning and implementation. Each team has a specific charge:

> ***•Curriculum: Ensure that career-bound students complete a challenging, coherent sequence of academic courses with an academic or career/technical concentration.***
>
> ***•Staff Development: Plan and coordinate staff development activities targeted to HSTW goals and key practices.***
>
> ***•Guidance/Public Information: Plan and coordinate implementation of a program to educate students and parents about the need for students to work hard in high school and complete a challenging program of study that will equip them for work and postsecondary study.***
>
> ***•Evaluation: Assess the degree to which goals have been met; provide the School Improvement Team with data to modify and adjust activities as needed.***

•Teams divide tasks and keep the program moving forward.

•Teams provide a way to involve more people and lead to more "buy-in."

•Teams encourage shared decision making.

•Teams provide a sounding board to ensure that ideas and initiatives are consistent with the HSTW goals and key practices.

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## Second 30 Days – Focus Team Development Implementation Plans

- School improvement team reviews initial draft of focus team implementation steps with timeline and benchmarks
- Have staff review implementation plan
- Develop revised implementation plan based on staff review

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# Third 30 Days – Present Implementation Plans to District Leadership

- Present implementation to district staff
- Revise based on district staff input

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# Fourth Month – Present to All for Approval and State Implementation

- Present final implementation plan to all constituents
- Start planning implementation of proposed action plans for year 2
- Continue implementation of year 1 actions

***Final plan due to state by***

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## School Leadership Team: Identify staff development needed based on implementation plan

- School leadership teams
- Guidance counselors
- All teachers
- Specialized staff development needed by
  - English
  - Mathematics
  - Science
  - Social studies
  - Career/technical
  - Others
    - See Page 34 of Planner.

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# Next Steps

- **KEEP MOVING!!!!!!!**
- **REMEMBER – You own the plan!**
- **Schools that fail to make progress:**
  - **Keep moving after this workshop – the next 90 days are critical to success**

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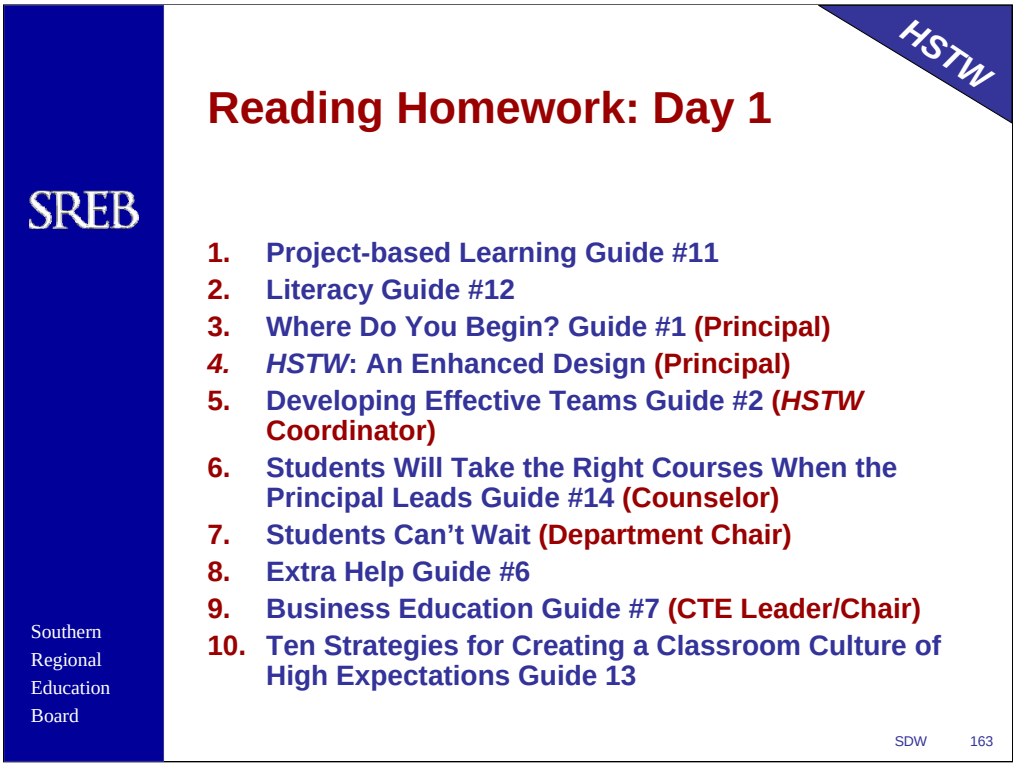
## REMEMBER …

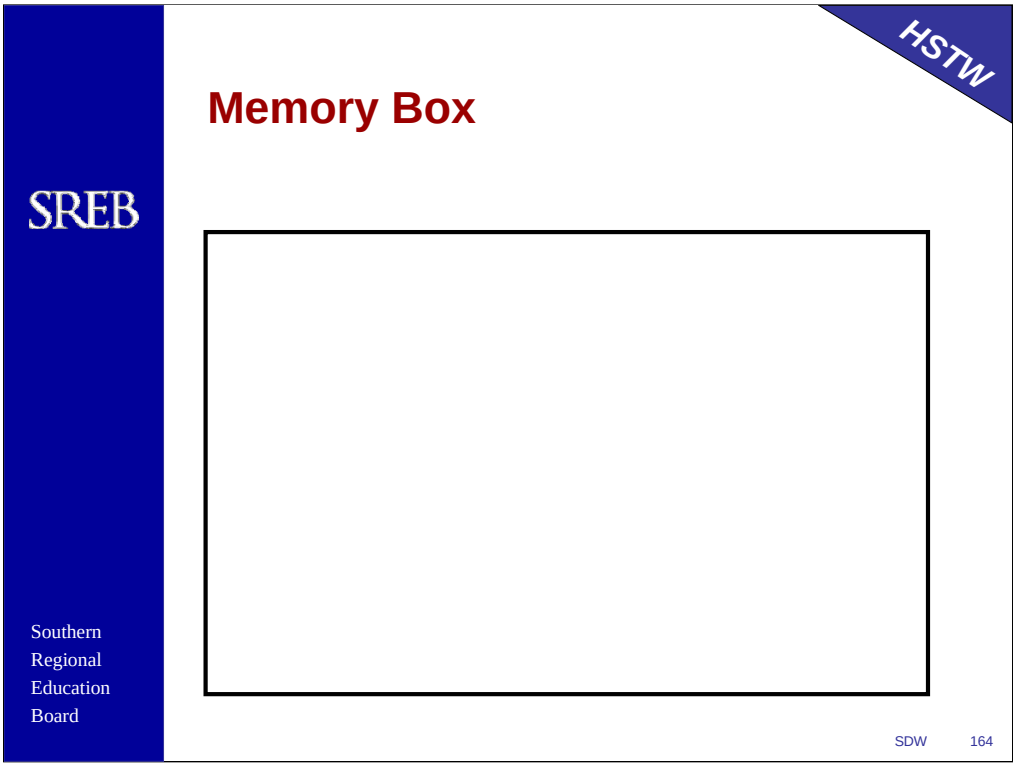
**All schools want to improve but few want to change. The fact remains that to improve, one MUST change.**


**Publication available on-line at www.sreb.org:**

**Technical Assistance: A Guide for Local Sites** (2003)
Effective organizational strategies are vital when a school is getting ready for a Technical Assistance Visit (TAV). This guide provides sites with step-by-step guidelines for organizing three-day or one-day follow-up visits. Sites learn how to prepare students, teachers and administrators for successful visits that will lead to school improvement. (03V60); 56 pages; 2003;




See next slide for review strategy to use the next morning after homework assignment.

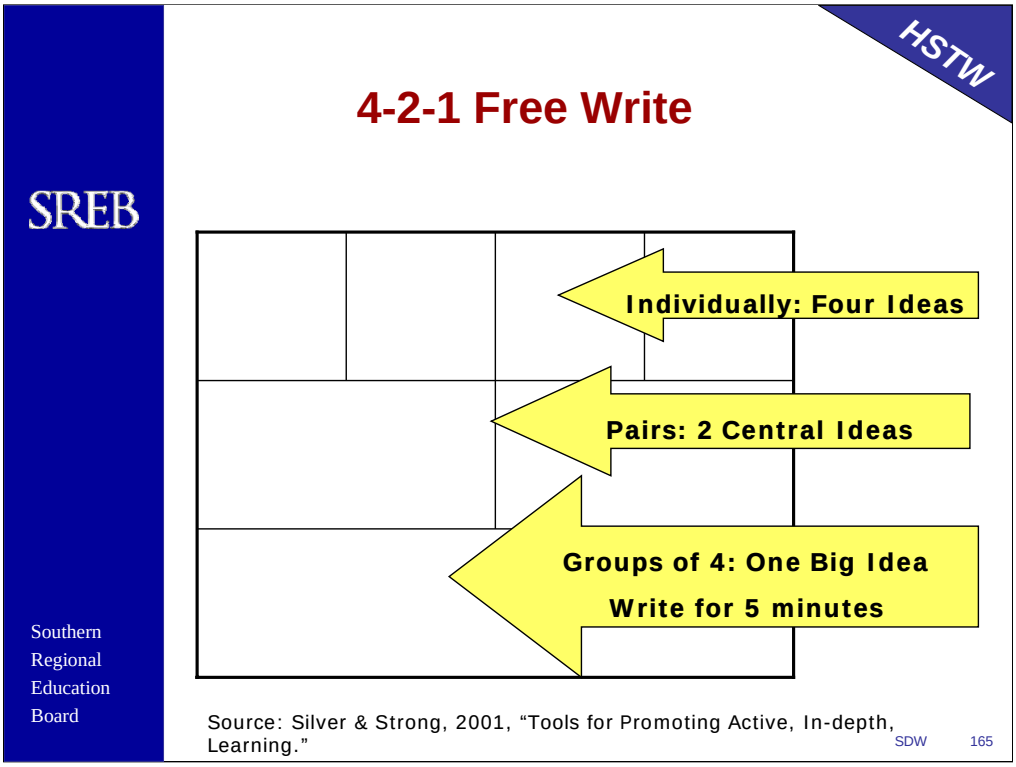



Use to review homework reading assignment—also a great review and literacy strategy:

1. Everyone draws a box on their paper
2. Write down as many big ideas from your reading assignment as you can in one minute (could give 2-3 minutes if time)
3. Stop after one minute
4. Put a star by the MVP (most valuable point)
5. Share that MVP with others at your table in a round robin format
6. Limit your sharing time to one minute
7. Could use this strategy in the classroom and have students write about the MVP

Also a strategy in helping the teacher see if students get the big idea in the reading assignment.

*In the classroom, encourage the use of the memory box at test time. Offer extra points for students who draw a memory box somewhere on the test. Allow them to earn points by writing an essay on a topic they thought would be on the test but you may not have included. This encourages note-taking and helps instill the habit of jotting down important points when they receive their test—just like many of us used to do when we got our tests in college.




Possible cooperative learning and literacy strategy for debriefing CTE article if assigned for homework.

1. Individuals write down four main ideas
2. Pair off and narrow the eight ideas between the two of you to two main ideas
3. Two pairs get together into groups of four and narrow the four main ideas between the two pairs into one big idea.

Groups then share their one big idea throughout the classroom—hopefully, similarities exist, which helps the teacher see if students grasped the material.

It is called a free write because students could write for 3 or 5 minutes about the one big idea rather than sharing orally. Students would start writing and continue even if they have nothing else to write about the main idea—they can write about having nothing else to write—BUT they keep writing for 3 or 5 minutes.